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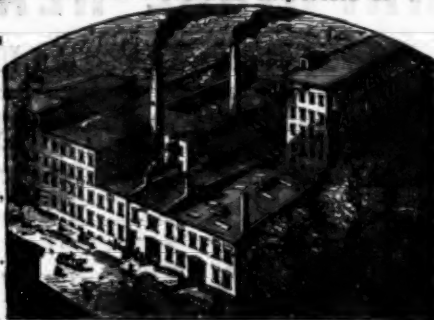
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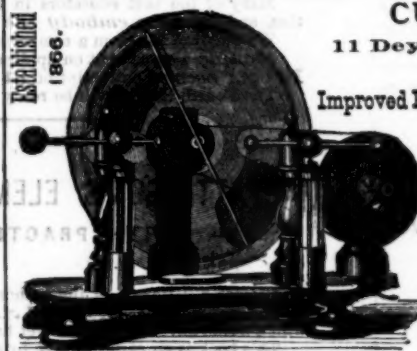
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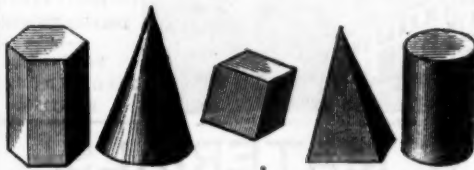
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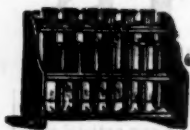
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New York, August 19 and 26, 1882.

SPECIAL NOTICE.

The publishers give notice that in accordance with their usual custom, they will issue the JOURNAL, but ~~twice~~ ^{twice}, in each of the months of July and August. The Editors and publishers need a vacation as much as the teachers; and then, the teachers taking their vacations need less issues of the paper.

THE AUGUST NUMBER OF THE

Scholar's Companion

is in many respects one of the best ever issued. It is the last number of the fifth year. We commenced the present year by changing the size and adding a cover at a large extra expense, without however raising the subscription price. It is now one of the most original and instructive monthlies published, and by far the best adapted to the children of the schools. The School-room Department, in which questions are asked by the Editor to be answered by the scholars, will open its doors with the September number, ready again for active work. Teachers should introduce this beautiful paper into their school-rooms, because it will greatly help them in their

school work, and tend to drive out the bad reading that is creeping into many a home and pocket.

The August number has a story and illustration entitled "The Dreamer," "Discoveries by Accident," "Blackberries," "Wrong Ways," "An Old Turkish Custom," "The Story of Lady Godiva," "Cards and Calls," "Have a Museum," "Some Famous Battles," "Blind Man's Buff," "How I Went to the Country," "Good Advice Corner." Then follow two original dialogues entitled "The Cross-Examination" and "The Evening Visit," which are well worth the price of the year's subscription. The department of WRITING CLUB and LETTER-BOX come next. Who were the Lake Poets? —No. IV., "How to Speak Pieces," "The North Pole," "American Heroes," "Tennyson's Home," "Verses for Autograph Albums," "Parrots," "A Traveler's Tale," "Occupation for Young Ladies," "In the Queen's Kitchen," "Editor's Letter," etc., etc., make up the balance of this most charming number. Only 50 cents a year, post-paid.

THE end of the vacation is rapidly approaching—we urge teachers every where, who are obliged to teach during the summer to attempt to change the custom. Let us have a uniformity about the matter through the length and breadth of the land. The months of July and August, should be dedicated to rest and self improvement.

A PROGRESSIVE man in educational matters is one who strives to know all that can be known on the subject he is teaching, both the subject itself and the methods to be employed in teaching it. Such a man sees the science and art of education to have boundaries in advance that are not fixed at all; they can be pushed forward at the will of the investigator. It is not difficult to find out in five minutes in a village or town by inquiry, whether the teacher is a forward-moving man, or whether he is merely a reciting post.

THERE are teachers who uphold the school, and there are teachers that are upheld by the school. One class get, the other gives. It is true that many teachers are poorly paid, but that will never excuse them for giving poor teaching. For teaching is the highest work on earth. Who was more poorly paid than Jesus? He declared his meat and drink was to do his work properly; that is, he lived in his work. Let the teacher become absorbed in his teaching; let him be called an enthusiast; let him be derided if it must be, because "he loves to be with a parcel of children." The world is not worthy of such, but it cannot get along without such.

THE opening of the schools in September will attract a great number of persons who are seeking occupation. It is roughly estimated that not less than 75,000 will enter upon teaching who have never taught before. Some of these have made preparation, they have attended Teachers' Institutes, but a vast number will enter on the important work with very low ideas of the responsibility that rests on them. To "keep a school" is in many parts of the land a semi-mechanical business; it demands love of children, culture, aptness to communicate knowledge, humanitarianism, special fitness, and some glimpses at least of underlying principles.

THE COLLEGES AND THE TEACHERS.

There seems to be a conception in the minds of some teachers that a "chair of pedagogics" should be established in every college. It is urged that many of the graduates will teach and that lectures on teaching will prove of great benefit. The function of the college is bestow general education; its object is not to make lawyers, physicians, engineers, teachers, or ministers. The state has recognized this fact; it has, so to speak, organized colleges and also normal schools. The only basis for the existence of the latter is that the state makes the teaching of the children a part of its business. The college graduate who proposes to teach should attend a normal school.

SUPPOSE a man who chews tobacco extensively is chosen to the principalship of a normal school, what is he to do? Shall he chew and spit as he teaches the teachers how to teach; or shall he give an example in person of breaking away from a bad habit? The latter is the true course for him.

"MAN is a product of his senses," says Moleschott. All that we know comes from without or is founded on what has come through the medium of the senses. Most attention, therefore, should be given in every school to the cultivation of the observing powers; it is too often left to chance.

WE are told that a law was passed in Ohio requiring on the part of teachers a knowledge U. S. History; no certificate now held is to be valid unless the teacher passes an examination in history. This part would seem to be *ex post facto* law, and hence invalid. We doubt if any certificate now held can be invalidated except for immoral conduct.

HABITS are greater than facts. Establish in your pupils the habit of looking for the known in the unknown; of finding an illustration of each new fact gained in school, somewhere out of school, and he will teach himself. The old miracle of the loaves and the fishes will again take place. Your necessarily meager instruction will multiply itself into a broad education and become food for the many. B. H.

"THE longer I live the more I am certain that the great difference in men between the great and the insignificant, is *energy*, invincible determination, and honest purpose once formed, and then death or victory. This quality will do anything in the world, and no talents, no circumstances, will make a two legged creature a man without it. The very reputation of being strong-willed, plucky and indefatigable, is of priceless value. It often crows enemies, and dispels at the start opposition to one's undertaking, which would otherwise be formidable."—SIR FOWELL BUXTON.

WHEN a child is old enough to go to school, he is old enough to be taught the use of a pencil. His teacher should be competent to instruct him in the rudiments of drawing as well as in those of writing. A few half hours a week throughout his course at school will teach him enough of drawing to enable him to put on paper a representation, correct as far as it goes, of any object he wishes. So much every child has the capacity to learn, and most children like to learn it. There is no excuse for leaving out of our systems of education the elementary training of a faculty so simple, so universal, so useful. Such drawing is not art, but it bears much the same relation to art that the copy-book does to lit-

erature, and the rudiments of arithmetic to business or science.

DR. RICHARDSON would give no more than three hours' book-teaching to any child under fourteen, and devote the time thus saved to physical education. He urges that boys should be taught the use of the lathe, the art of wood-cutting, the skill of the draughtsman, the method of distinguishing metals, and other simple experiments in chemistry, the arts of swimming and riding, and "a number of other good and useful branches of physical learning;" girls, besides the useful domestic accomplishments at present taught in the schools, should be instructed in the art of modeling, the art of coloring and painting on glass and porcelain, the various processes of selecting, sorting, preserving and preparing food for the table, and in all works pertaining to domestic life.

EMERSON'S father died when he was eight years old, and he was left to the care of a tender mother with four or five other children, William, Edward, Charles, Bulkeley and a sister, who died young. In the education of these boys, Mrs. Emerson was greatly assisted by her husband's maiden sister, Miss Mary Moody Emerson, then about forty years old, to whom Waldo Emerson ascribed much that was best in his intellectual training. He once said that she was "the best writer in Massachusetts" at a time when Channing and Everett and Webster were writers there; and to Miss Peabody, who asked him, "What if you had not your Aunt Mary?" he replied, "That would have made a difference—she was as much an element in my life as Greece or Rome." This is a tribute to woman's influence, but she must have been a superior woman.—*Springfield Republican*.

MORE than a certain amount of knowledge cannot be imparted to a person at the various epochs of life. But what species of knowledge should be given in the different years and how that knowledge should be communicated are questions that have not begun to be solved. Evolutionists must look with disapprobation on the way in which boys, and particularly immature young women, are set to learn pages of hollow generalities under high-sounding titles, such as moral philosophy and the like. It instructs them neither in morals nor in philosophy; it only prevents them ever afterward from opening a book on any subject connected in the remotest degree with those hated terms. Most of our schools deal in veneration; their instruction is a sham, though a well-meant sham. Those for boys are bad enough, but those for girls are cruel in their inefficiency. Parents must remember that economy is more honorable in any other direction than in the instruction of their children.

For the SCHOOL JOURNAL.

A TEACHER'S WORK.

It was a sultry September day, when Miss Irene Walker was brought by the lumbering red stage to the front of the Washington Hotel, in the village of Marston. She had been employed to teach in the public school and had just arrived; a few days were to elapse, and she was to enter on her work in an entirely new field. She was a young woman of a deep and strong character; her joy was to benefit others. She was intending to stay at the hotel until she had found a boarding place, but its aspect was not inviting.

Around the door of the saloon were a number of men; none were drunk, but all looked like drinkers; some sat on chairs, with their feet against the posts. All stared at the young teacher. The Washington Hotel had once been very respectable; that was when the father of the present landlord was alive. It was now the best hotel in town in the sense that it set a good table and was well furnished. In the ladies parlor was a piano and on the floor was a Brussels carpet.

One of the school board was Abraham Farrer, a young lawyer; it was predicted by some that he was the rising man in that part of the state; others shook their heads; they remembered that he had

begun to drink at the bar of the Washington Hotel. He himself felt secure; he did not drink because he liked it, but because it made friends; the landlord flattered him with, "nothing like coming among the people as you do, Squire; a dollar spent in treating a few people is money well laid out."

On this afternoon Mr. Farrer had important business on hand, and waited to finish it before he came up to welcome the new teacher. She was the daughter of a client of his living at quite a distance, and her father had written to him in her behalf and so he felt it needful to call and see her. The business that had detained him was the drawing of a will for an elderly woman in the village. As she paid him she said, "Mr. Farrer, I want you to be the first man in the county and state—I don't mean in money or in position, but in goodness. I am now nearly eighty years of age and I know that goodness is the only possession worth having."

The words sank deep in his mind and he pondered them over as he hastened to the hotel. As he came up the steps there was a stir. "There's the Squire." "Hullo, Farrer, come in; I've just had a drink, but I will take another with you."

He went into the bar-room and those on the steps came in; they knew the prospect was good for free drinks, when the candidate for an office was around. The bar-keeper leaned on the bar, waiting for orders,—when a voice of great power and sweetness began to accompany the sounds of the piano which she had been playing on very softly for several minutes, and almost unobserved.

Oh what shall the harvest be?

Oh what shall the harvest be?

All listened spell-bound; it was as if a spirit had sung.

"By George, she sings well, doesn't she."

"Who is it?" said Farrer.

"Why, the new school ma'am, and by the way, she asked for you."

"I ought to have called on her and must go now," saying this he went into the parlor, and introduced himself. Miss Walker asked to be accompanied to her boarding house; Mr. Farrer thought she had better stay where she was for a few days. Her decided refusal led him to ask why she objected to remain. "This hotel is a place where ruin is wrought. I can see it too plainly." The words of the song were ringing in his mind; he politely put himself at her service and they walked up the street.

"Mark my words, boys, that petticoat will reform Abe Farrer; I feel that she is one of the sort that a man cannot stand."

"Well, it is just as well for him to keep away from here, and for that matter, so it would be for all of us."

The words of that song were only the echo of the thoughts that are in Miss Walker's mind. She talked like one in earnest; she felt that it was possible to do good to all she met. And the walk up the street to a boarding house was not without its effect on her companion. He had been sliding down so slowly that he hardly knew it until that afternoon. But when he went home it was to resolved that from that time he would be a new man. And he resolutely followed his determination.

JOHN PLOUGHMAN'S SAYINGS.—Better go round about than fall into the ditch.

No one knows the weight of another's burden.

What children hear at home, they tell abroad.

Better out of the fashion than out of credit.

The cobbler's wife is badly shod.

Leave off no clothes, till you see a June rose.

He doeth much, that loveth much.

Do not ride till you are ready, or you may fall off. One hair of a woman draws more than a team of horses.

A friend is easier lost than found.

He who would eat the kernel must crack the nut.

The latest fashion is often the latest folly.

If God lights the candle, Satan cannot blow it out. (Whit Sunday.)

If thou canst not see the bottom, wade not.

It is mean to say what you don't mean.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LONGFELLOW MEMORIAL EXERCISES.

FOR SCHOOL USE.

The death of Longfellow has called more particular attention to his writings; and the interest in them is shared by the children, as he has written so many things that children can understand. The teacher can foster this interest in many ways; a good plan is to spend an hour in suitable exercises, which should be planned and talked over a week before-hand to give the scholars time to prepare recitations, quotations, readings, etc. A song may open the exercise, and so many of Longfellow's words have been set to music that it will be easy to find something suitable. The teacher may state in a few words why the scholars should be interested in the poet, and the object of the exercises. A biography naturally follows, which should be the work of one or more scholars. Each one should be called on for a quotation, giving the course at the end. For instance, "We judge ourselves by what we feel capable of doing while others judge us by what we have already done. From Kavanagh."

A list of Longfellow's works, divided into prose writings, collected poems and longer poems may be read by one scholar. An extract from some prose work by another; anecdotes of his life read or related by others; one or more recitations; reading of a poem, and a selected criticism; an original criticism, if possible; reading of one of the many beautiful tributes in verse paid to the deceased poet.

This program need not be strictly followed, but may be adopted by the teacher to his especial class or school. The exercises can be made more attractive by decorating the room in some way; placing a portrait of Longfellow and a picture of his home on the walls. Pictures of many of the subjects of his poems can be collected from illustrated papers and pasted neatly on a large card and hung up. Other things will suggest themselves to the teacher who earnestly desires to awaken in his pupils a love for good reading.

The "Longfellow Birthday Book," "Longfellow Leaflets, and the cheap editions of Hyperion and Outre Merable published by Houghton, Mifflin & Co., will be of great use for such exercises.

TEACHING READING.

(The following notes of Col. Parker's lectures at Martha's Vineyard will be found very interesting.)

The underlying principle of Col. Parker's practice became apparent in discussing the question, "What is Reading?" He defines it—"Getting thought by printed or written words arranged in sentences." As a result of this definition, the old A B C teaching becomes obsolete; nor must a word by itself be taught. A word when taught must be part of an idea already in the mind; indeed, some instructors acting on this principle would not teach words at first, but sentences; such words as red, hand, sweet, which in themselves do not suggest ideas, must be associated with other words when being taught.

Picture making in the child's mind is the first step towards reading; a hat held before the child and its attention attracted to it, then placed on a chair; the child encouraged to say something about it: "The hat is on the chair;" relationship exists here, and is easily perceived, because the objects are present; words written on the board express the same thing, although less vividly, because the idea already exists in the mind. Oral reading is only to enable the teacher to see how the thoughts are in the child's mind, or whether it is there at all or not. This presupposes on the part of the teacher an ability to read the mind before her; but a teacher can hardly pursue her work with any interest without acquiring this faculty; to comprehend *idea growth*, thought arousing thought, is the foundation of that psychological knowledge needed by one who would succeed as a teacher.

To illustrate methods to be pursued: One of the Quincy teachers called together a class of four who could not read. The word she intended to teach was *fan*; with the fan in her hand she talked quietly and naturally to them until all were interested and answered her simple questions and expressed their own opinion as readily as if talking to one another; then she asked them to close their eyes and see the fan; when they decided that this could be done, she had one pupil describe the *dream-fan*, and the others add any other particulars apparent to their minds; they had told her by spoken words; they had sometimes had letters that told them about things by written words; the teacher would now tell them on the board with the crayon the thing they were talking about. She then wrote for each the word "fan;" they told her after carefully looking at the word what it said to them, and particular pains was taken as to its enunciation: "Is there any other way to tell me about this fan?" They decide they could make a picture of it, and accordingly each one was furnished with material and encouraged to draw on the board a representation of a fan; nothing said as to its difficulty or their inability, but the crudest effort was praised. "Will you touch a fan?" All turned to the real article, instead of the pictures; then a little talk as to the object and the things which tell about it. The group were then sent to their seats, the lesson not occupying more than fifteen minutes. In answer to queries, the following additional points were developed: A large class would be divided into small groups, each group taken separately and a similar plan followed; the lesson for each group to be short, and on returning to their seats the pupils encouraged to produce on their slates the word and picture given on the board; writing, and to some extent drawing, to keep pace with the words mastered.

The subject of script and printed forms was interestingly discussed; how best to pass from one form to the other; the size of the vocabulary to be required of the child during the first year, and the class of words to be comprised in it.

Throughout the discussions upon whatever subject, the question is constantly recurring, "Are we as teachers, constantly looking into the child's mind and working according to what we see there?"

QUINCY METHODS.

(FROM OUR CORRESPONDENT AT MARTHA'S VINEYARD.)

Col. Parker, of Quincy fame, has given a new impetus to the Summer Institute here. Already over three hundred names are enrolled, including, besides the school-masters and ma'ams, college and university professors, and private individuals interested in self-improvement; financially it is a success, the fees already amounting to more than four thousand dollars, and yet every day brings fresh arrivals.

Col. Parker is the instructor, whose lectures and talks are most fully attended; the course marked out and the distinguished names given in his program for the five weeks, as well as the one hundred or more who have entered his department, indicate the very general interest felt in all that promise improvement in methods of instruction. A course of lectures upon teaching extending over five weeks, occupying each day two hours, may seem formidable and tedious, especially, as the plan laid out indicates that the work will chiefly deal with elementary instruction, but in a great variety of topics it will be discussed; other advanced thinkers will consider and debate a range of subjects diverging from this central topic. Prof. Holt of Boston, presents his method of instructing the youngest in music. Lessons in simple gymnastics are given and directions for practicing them in any school which has aisles, no matter how little additional space is available. Lessons in molding, drawing, etc., in the kindergarten are also given. I need not say that the utmost enthusiasm prevails. Col. Parker is a genius, and is doing a remarkable work.

VALEDICTORY.

BY NATHAN STRAUSS.

M. D. G. S. 15, N. Y. City, on graduating, June, 1882.

"We live in deeds, not years;
He most lives who thinks most,
Feels the noblest, acts the best."

No more appropriate motto could be adopted by us at the close of our school year. To live is not merely to exist. To eat, to drink, to sleep—brutes do all these; vegetables eat, drink, grow and die. They fill their allotted place in the universe, and do their part well. But we, as beings endowed with higher faculties, are called upon to do more. Our minds must be nourished as well as our bodies; our hearts must be trained as well as our intellects. The perception of this truth led wise and good men to lay deep in this country the foundations of universal education. Our free school system recognizes the superiority of mind over matter. It recognizes the fact that no one is well fitted to fill his place as a citizen of this great Republic, whose mind is not cultivated, or who has not been trained to habits of industry and obedience. The vast amount of money appropriated to sustain our public school system gives evidence of the deep conviction that education is the bulwark of the liberty of the State.

We are furnished with commodious school-houses, the best of books, intelligent and faithful teachers, and the gratuitous services of gentlemen who, in the capacity of school commissioners, trustees and inspectors, assume the duty of guarding and administering the sacred trust confided to them. As pupils we have our part to perform, without which all this expenditure of time and money will be without avail.

The boys of No. 15 have, I think, been generally mindful of the privileges which they have enjoyed during the school year about to close, and they have improved them. The large number of certificates awarded to-day gives evidence of honest work faithfully performed. Let us remember that what we have done, we have done for ourselves. We have indeed by our industry gratified our beloved parents and teachers, but the reward is ours, and not another's.

Let us remember, too, that we have but just commenced to climb the ladder of learning. Even those of us who have been successful in passing the examination for and expect soon to enter college have but just commenced, and I suppose the more we learn the less shall we appear to ourselves to know. There is so much to be learned in this vast universe that enfolds and surrounds us.

Speaking for myself and associates who are about to leave No. 15, permit me to extend our thanks to the teachers, who step by step aided and guided us as we advanced from class to class, until we are now ready to commence and continue the same process in a more advanced seminary of learning. Wherever we may be we will never forget No. 15, its teachers and school officers.

And now, my dear school-mates, as we say farewell to you, accept our best wishes for your future welfare and happiness. Be faithful, be true to yourselves; be dutiful to your teachers and parents, and remember: "He most lives who thinks most, feels the noblest, acts the best."

In the best books, great men talk to us, with us and give us their most precious thoughts. Books are the voices of the distant and the dead. Books are the true levelers. They give to all who will faithfully use them, the society and presence of the best and greatest of our race. No matter how poor I am; no matter though the prosperous of my own time will not enter my obscure dwelling, if learned men and poets will enter and take up their abode under my roof—if Milton will cross my threshold to sing to me of Paradise, and Shakespeare open to me the world of imagination and the workings of the human heart, and Franklin enrich me with his practical wisdom—I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. Nothing can supply the place of books. They are cheering and soothing companions in solitude, illness, or affliction. The wealth of both continents could not compensate for the good they impart. Let every man, if possible, gather some good books under his roof, and obtain access for himself and family to some social library. Almost any luxury should be sacrificed to this.—W. E. CHANNING.

NEW YORK STATE EXAMINATION.

The Examination for State Certificates, by direction of the Department of Public Instruction, took place June 28, 1882.

ALGEBRA.

1. Discuss, and illustrate by suitable examples, the treatment of a minus sign of a subtrahend, and of minus into minus in multiplication.

2. Find greatest common divisor and reduce to lowest terms the following:

$$\frac{12x^2 - 15xy + 3y^2}{6x^3 - 6x^2y + 2xy^2 - 2y^3}$$

3. Find the values of the unknown quantities in the following:

$$x - \frac{x-y}{3} = 19\frac{6}{7},$$

$$\frac{y}{3} + \frac{x+z}{7} = 1, \text{ and}$$

$$2z - 14y + x = 5.$$

4. Add $\sqrt{(1+a)^{-1}}$, $\sqrt{a^2(1+a)^{-1}}$, and

$$a\sqrt{(x+a)(1-a)^{-1}}.$$

5. Given $\frac{x-9}{\sqrt{x}+3} + \frac{x-4}{\sqrt{x}-2} = \frac{4(x-16)}{\sqrt{x}+4}$, to find the value of x .

6. Discuss the methods of completing the squares in affected quadratic equations and prove the correctness of each.

7. Two cubical vessels have together a capacity of 1072 cubic inches and the sum of their heights is 16 inches; what is the capacity of each?

8. Given $x + \sqrt{x} : x - \sqrt{x} :: 3\sqrt{x} + 6 : 2\sqrt{x}$, to find the value of x .

9. Prove the propositions in proportion employed in solving the last example.

10. Four numbers are in geometrical progression. Their sum is 120, and the last term is to one-half the sum of the means as 9 to 2. What are the numbers?

ARITHMETIC.

1. Reduce $\frac{1}{1111}$ to its lowest terms by different methods, and state all the principles involved in the processes.

2. Draw a promissory note for \$728.46, at 90 days, bearing 5 per cent. interest and dated May 6, 1877. Make the following indorsements: Jan. 15, 1878, \$75; Feb. 10, 1879, \$25; March 20, 1880, \$150. Compute the amount due to date.

3. Illustrate the difference between *true* and *bank discount*.

4. A merchant marks cloth at \$2.00 per yard, so that he may drop 10 per cent and yet gain 20 per cent. Find cost price.

5. State the principles of Arithmetic involved in *partnership settlements*.

6. The dimensions of a grain bin are 12 feet by 10 feet by 7. How much grain does it hold?

7. A sphere is 12 inches in diameter. Find the circumference of another sphere containing one-quarter the volume of the first.

8. The dimensions of a room are 16 feet by 14 feet by 11 feet. Find the longest straight line in the room.

9. Develop a rule for the extraction of the cube root.

10. State in order the results aimed at in teaching primary arithmetic.

BOOKKEEPING.

1. Name the books required in Single Entry and give use of each.

2. Enter the following transactions in the proper books:

Jan. 1, 1880. Sold John Hart 1 lb. Tea a 50c.; 4 lbs. Tobacco a 65c., 5 yds. Flannel a 45c., 1 pair Boots a \$2.50, 18 lbs. Sugar a 11c. and 5 lbs. Soap a 16c. Same date, sold Hiram Ensign 4 yds. Broad-cloth a \$1.75, 1 set Crockery a \$7.50, 3 lbs. Tea a 65c. and 2 gals. of Molasses a 75c. Same date, sold James Cook 15 lbs. Sugar a 12c., 10 lbs. Soap a 18c., 12 yds. Calico a 9c., 5 lbs. Tobacco, a 80c., 40 yds. Sheetting a 11c., and 5 lbs. Coffee a 32c. Same date sold John Mitchell, per daughter, 15 yds. Silk a

Aug. 1, 1882.

\$1.75, 15 yds. Calico, a 9c., 25 yds. Carpeting a \$1.40, and 1 pair Shoes a \$4.50. Jan. 3. Sold John Hart, 18 yds. Sheeting a 10c., 1 pair Shoes a \$3.00, 1 Broom a 35c., and 2 lamps a 60c. each. Same date, sold Henry Seymour 1 Axe a \$1.25, 1 File a 40c., 20 lbs. Nails a 6c., 1 Saw a 50c., and 5 lbs. Tea a 55c.

3. Make a statement of acc't of John Hart and receipt it in full.

4. Write a receipt in full showing a settlement of account with Henry Seymour.

5. Write a bank check.

6. Write an ordinary negotiable note.

7. Write a bank note.

8. Explain the relation of each of the several parties to a note.

9. Define Double Entry, and state the application of the terms debtor and creditor.

10. Give the general rule for journalizing in Double Entry.

DRAWING.

1. Name the leading objects to be attained by drawing in the schools.

2. To what other studies is it related?

3. What is perspective drawing?

4. State its universal law.

5. Explain what is meant by *point of sight* and *seeing in space*.

6. Illustrate *foreshortening*.

7. State the effect of distance upon the representation of lines in various directions in object drawing.

8. State and illustrate the effect of position upon a circular object, as a plate, showing it in three positions.

9. Draw a cube viewed obliquely and give reasons for the length and directions of lines as represented.

10. Draw an upright cylinder.

WRITING.

1. What is your method of teaching writing in primary grades? Why?

2. Is the writing class a necessity of school work?

3. Give a general outline of your method of conducting writing classes.

4. Form and analyze A, B, G, Y.

5. Form and analyze a, b, g, y.

6. What is the unit of height and what the unit of width for the small letters?

7. Which letters require three times the unit of height?

8. Which require twice the unit of height?

9. Describe proper position at the desk?

10. Describe proper mode of holding the pen?

READING.

1. State in detail the qualities that characterize good reading.

2. Give a complete classification of reading matter.

3. Define modulation, and give one illustration.

4. Define articulation, pitch, rate and emphasis.

5. State the physical conditions of good reading.

6. State the limitations of imitation in reading.

7. State the uses and limitations of concert reading.

8. Name three errors that you have noticed in the instruction of reading classes, and state the principle violated in each case.

9. State the distinctive features of public reading.

10. Describe a method of teaching primary reading, and give reasons for the several steps.

GEOGRAPHY.

1. Name the articles of an East Indian cargo. Describe a continuous voyage from India to St. Petersburg, giving approximate directions and distances.

2. Describe and account for the climate of California.

3. Account for the terms *equator*, *isothermal*, *arctic*, *tropic*, *peninsula*, *meridian*, *promontory*, *antipodes*, and *equinox*.

4. Describe the constant winds of the earth.

5. Name all the conditions on which the regular change of seasons depends.

6. Name in order the leading tributaries of the Mississippi river.

7. Sketch a map of South America, including essential details.

8. Locate New York, Liverpool, Lyons, Athens, and Sydney.

9. In what great drainage systems is New York State situated?

10. Describe a method of teaching primary geography.

GRAMMAR.

1. Define *grammar* in its technical sense.

2. State the place of technical grammar in a course of instruction, and give three reasons for studying it.

3. Fix the place of composition, and state its relationship to technical grammar.

4. Give reasons for an order of precedence in the study of etymology and syntax.

5. Why are certain parts called the *principal parts* of a verb? Illustrate.

6. Define *sentence*, *clause* and *proposition*.

7. In how many ways may clauses be classified? Illustrate.

8. Give examples of the different uses of the *participle*, also examples in which the *form* and *function* do not correspond.

9. Give reasons for the use of the terms *declension*, *inflection*, *conjugation*, *preposition*, and *interjection*.

10. Analyze and parse:

"Breathes there a man with soul so dead

Who never to himself hath said

"This is my own, my native land?"

UNITED STATES HISTORY.

1. Mention the names and dates, the facts on which European nations laid claim to North American territory, prior to the Revolution.

2. Describe approximately the location of these claims.

3. Mention the leading motives which actuated pioneers in the colonization of (a) Massachusetts, (b) Connecticut, (c) Rhode Island, (d) Maryland, (e) Georgia, and (f) Pennsylvania.

4. What was the remote, and what the immediate cause of the French and Indian war?

5. Mention the events of that war which form part of the history of this State.

6. Mention four decisive battles of the Revolution, and state your reasons for considering them decisive.

7. Mention all our important acquisitions of territory since the Revolution, and state how they were gained (with dates).

8. Of the second war with Great Britain, give brief description of (a) the most important battle engaging both land and naval forces, (b) the most decisive naval battle on the lakes, (c) two important naval engagements on the ocean, (d) the last important battle of the war. Give also (e) the chief cause of the war.

9. Of the late Rebellion mention (a) three most important military events during the first half of July, 1863, and give the chief results of each. (b) Give dates of [1] attack on Fort Sumter, [2] Emancipation Proclamation, [3] Lee's Surrender, and [4] the Assassination of Lincoln. (c) State the chief difference between the Reconstruction Policy of President Johnson and that of Congress.

10. Mention (with briefly stated reasons for so considering them) five events of the last fifteen years, that, in your opinion, have materially affected this Nation politically, socially or industrially.

GENERAL HISTORY.

1. Name the three great periods of history. State the time embraced in each, and the events marking their separation.

2. Name in order the controlling nations of the first period.

3. State some effects of each of the following conquests: The Greek, the Roman, the Mohammedan, the Norman.

4. Name the most illustrious persons of the Renaissance period. Tell to what country each belonged, and in what respect each distinguished himself.

5. Give an account of Charles V.

6. State what you know of modern colonization.

7. Give an account of Napoleon I.

8. Name the leading explorers of the nineteenth century.

9. Give a synopsis of the history of Turkey for the last thirty years.

10. State the place of general history in a course of education, and indicate a method of teaching it.

GEOMETRY.

1. Find an expression for the circumference of a circle in terms of the radius.

2. What is the name of that regular polygon whose side equals the radius of the circumscribed circle? Demonstrate the equality.

3. A triangle and a square have equal areas, but the base of the triangle is two and one-third times the side of the square. Find an expression for the altitude of the triangle in terms of the side of the square.

State and demonstrate the proposition on which your solution depends.

4. Let a represent the longer and b the shorter of two lines. Demonstrate geometrically that $(a-b)^2 = a^2 - 2ab + b^2$.

5. When is a circle said to be circumscribed about a triangle?

6. Show how to circumscribe a circle about a scalene triangle. Then state and demonstrate the proposition on which your solution depends.

7. Draw an isosceles triangle with two equal angles at the base. Then demonstrate by at least three modes that a line which bisects the vertical angle will also bisect the base.

8. What is the name of the greatest chord of a circle? Prove it.

9. What line measures the distance between two parallel tangents, when that distance is greater than zero?

10. Describe and explain a practical mode of measuring the height of accessible buildings, hills, etc., with improvised apparatus.

ASTRONOMY.

1. Name in order the planets of the Solar System.

2. Describe the orbit of the earth. State the law of planetary revolution, and state all the effects of this law in the case of the earth.

3. State the causes and effects of the procession of the equinoxes.

4. Name all the eclipses, and state all the conditions under which they occur.

5. Explain the nodes of the moon.

6. Give a complete account of the "harvest moon."

7. Name all the constellations of the Zodiac. Account for the terms *constellation*, *zodiac*, *solstice*.

8. Name ten constellations of the northern heavens, and the brightest star in each.

9. Name the principal nebulae, and tell what you know of their nature.

10. Give an account of the sun.

ZOOLOGY.

1. Give the etymology of the word Zoology and define it.

2. What is the application of the term fauna?

3. To what kinds of animals do you apply respectively the terms (a) *vertebrata*, (b) *radiata*, (c) *articulata*, and (d) *mollusca*?

4. Give the etymology of the foregoing terms.

5. Assign the following to appropriate classes, (a) a cow, (b) a red squirrel, (c) panther, (d) an oyster, (e) an elephant, (f) a fly, (g) a swan, and (h) whale.

6. Is the common expression, "coral insect," scientifically correct? Why?

7. Arrange, in proper order, the terms *variety*, *division*, *order*, *species*, and *genus*.

8. Define the foregoing terms and illustrate their use.

9. What is the place of Zoology in a course of study?

10. Describe your method of teaching Zoology.

BOTANY.

1. Give three classifications of plants and state the basis of each classification.

2. Describe the following leaves: the maple, the ash, the elm, the willow.

3. State the varieties of inflorescence, giving examples of each.

4. Name all the parts of a flower.

5. State the functions of the leaf, the corolla, the stigma, the anther.

6. Name the leading plants of the different zones of the earth.

7. Mention the parts of plants that are used as food.
8. Name the parts of a fruit.
9. Name the leading plants indigenous to New York State.
10. When and how should Botany be first taught?

GEOLOGY.

1. Mention the great geological eras in order.
2. Give the salient characteristics of each era.
3. Give a general classification of rocks.
4. Account for the name applied to each class.
5. Define the terms shale and schist.
6. What is the chief difference between shale, slate and grit?
7. Give a brief statement of the Neptunist and the Plutonist theories.
8. Mention the leading geological features of your own country.
9. In what geological formation would you look for trilobites?
10. Would you expect to find coal in Central New York? Why?

CHEMISTRY.

1. Mention in full the differences between affinity and attraction.
2. What is an element?
3. Do the specific properties of elements afford a means of ascertaining the specific properties of compounds? Illustrate.
4. Do the equivalents of elements afford a means of ascertaining the equivalents of compounds? Illustrate.
5. What influence have heat and solution upon chemical action? Why?
6. Of what is the air composed?
7. Is air a mixture or a compound? Explain.
8. What relation to digestion has common salt in food?
9. Explain the action of yeast in bread making, and of sour milk in biscuit making.
10. How do you teach Elementary Chemistry?

PHYSICS.

1. What is matter?
2. What is a general property of matter?
3. Name and define four general properties of matter.
4. A ball is hurled from the ground vertically with such velocity that it ascends 176 feet the first second. To what height will it ascend and in how many seconds return?
5. A 200 lb. weight is attached to a six foot lever six inches from one end (fulcrum), and to the other end is attached a movable pulley. A rope fastened to the ceiling goes through this movable pulley and over a fixed pulley fastened to the ceiling. What weight must be attached to the free end of the rope to balance the weight on the lever (friction and weight of rope, pulleys, and lever not considered)?
6. Illustrate by a figure and explain how a vessel may sail eastward with a north wind.
7. Give the theory of the color of objects (to explain why some are blue, others red, etc.).
8. What influence have variations of density and temperature upon velocity of sound in air?
9. Describe and explain some good means of ventilating a school-room.
10. Explain the phenomena of lightning and thunder.

PHYSIOLOGY AND HYGIENE.

1. Describe the process of respiration and its effects.
2. Name the bones in the arm and hand.
3. Trace food in several stages, from mastication to assimilation.
4. Explain the action of the heart.
5. Name the principal divisions of the nervous system.
6. Specify the injuries that may result from unsuitable seats and desks.
7. Give physiological reasons for keeping a school-room clean and well ventilated.
8. State precautions to be observed in regard to admitting light into the school-room. Give reasons.
9. Give reasons for not engaging in mental work immediately after eating a hearty meal.
10. Specify the injuries that result from drafts and damp clothing.

GENERAL LITERATURE.

1. Name the oldest English epic, and give the argument.
2. What great Italian man of letters was a contemporary and probably a friend of Chaucer?
3. Mention the best known (a) of Chaucer's works, (b) of his distinguished Italian contemporary.
4. Into what three periods may English literature be divided? Give some reasons for this division.
5. (a) Mention at least one writer of the earliest period, and give the name and character of one of his works. (b) To which period belonged Mandeville, Wycliffe and Gower, and in what department of literature did each gain eminence? (c) Who wrote the "Piers Ploughman" Series? (d) Mention the greatest non-dramatic poet, the most eminent dramatist and the most distinguished prose writer of the sixteenth century, and give the title of at least one of the works of each? (e) Who were the "Lake poets?"
6. In what department of poetry do you class (a) "Paradise Lost," (b) "L'Alegro," (c) "Childe Harold," (d) "Elegy in a Country Churchyard," (e) "Bridge of Sighs," "Essay on Man," (g) "Alexander's Feast," (h) "The American Flag?"
7. Name the authors of the following: (a) "Iliad" (b) "Ædipus Tyrannus," (c) "The Captives," (d) "Metamorphoses," (e) "Georgics," (f) "Commentaries on the Gallic War," (g) "The Inferno," (h) "The Dunciad," and (i) "Don Quixote."
8. Assign each of the foregoing works to its appropriate department of literature, and mention the period in which its author lived.
9. In American literature mention (a) five distinguished poets and their principal works, (b) three distinguished novelists and their chief works, (c) three distinguished historians and their works, (d) the character of the *Federalist* and the names of its authors, (e) two distinguished writers on Jurisprudence and Municipal Law, and (f) three distinguished writers on scientific subjects.
10. Can you mention an American epic and its author?

CÆSAR.

(Cæsar) His (1) rebus (2) cognitis, exploratores centurionesque præmittit, qui locum idoneum (3) castris (4) deligant. Quum ex dediticiis (or dedititiis) Belgis reliquisque Gallis complures Cæsarem secuti una iter facerent, quidam ex his (ut postea ex capivis cognitum est) eorum dierum consuetudine itineris nostri exercitus perspecta, (5) nocte ad Nervios pervenerunt atque (6) his (7) demonstrant, inter singulas legiones impedimentorum magnum (8) numerum intercedere, neque esse quidquam (9) negotii, quum prima legio in castra (10) venisset reliquæque legiones magnum (11) apatium abessent, hanc sub sarcinis (12) adoriri; qua pulsa impedimentisque direptis, (13) futurum, ut reliquæ contra consistere non (14) auderent.

N.B.—The numbers in brackets belong with the word following them.

1. Write, as nearly as possible, a literal translation.
2. Write an idiomatic translation.
3. Parse (1) and (2).
4. Parse (3.) Account for the mode of (4) and give its parts.
5. Ut postea, etc. Why is not the verb in the subjunctive?
6. Account for the cases of (5), (6), (8) and (9), and for the form of (7.)
7. Give full declension of (5), and account for the form of the nominative singular.
8. Parse (10) in full, account for the case of (11) and give the parts of (12).
9. Parse (13) in full.
10. Account for both the mode and the tense of (14).

COMPOSITION AND RHETORIC.

1. Write a composition of at least a hundred words.
2. Define *purity*, *propriety*, and *precision*.
3. Name the requisites of good style.
4. Name the different varieties of style.
5. Name and define the figures employed in composition.

6. State some faults prevalent among untrained writers.

7. State some prerequisites of good composition.
8. Explain what is meant by *slang*, *provincialisms*, and *vulgarisms*.
9. Make the distinction between wit and humor.
10. Describe a method of teaching composition in primary grades. State the principles of the method.

CIVIL GOVERNMENT.

1. Name the members of the President's cabinet, and give their antecedents.
2. Mention the different bureaus of the Interior Department, and give their respective functions.
3. Mention three marked differences between the Constitution and the Articles of Confederation, and give reasons for the change.
4. Give reasons for the long term of Senators and the short term of Representatives.
5. How is the United States Senate made a perpetual body, and why is it so constituted?
6. Can a member of Congress be a member of the United States Supreme Court? What general principle of government underlies the constitutional provision with regard to this?
7. Make a table showing the corresponding departments of the U. S. and New York State governments.
8. What marked difference between the mode of constituting the judiciary of the United States and that of New York?
9. What county officer is not eligible for successive terms?
10. What county officer is required to have professional qualifications for eligibility?

METHODS AND SCHOOL ECONOMY.

1. Give the distinguishing characteristics of primary and advanced teaching.
2. Define the term study.
3. Describe a method of conducting an advanced recitation.
4. State the purposes of an advanced recitation.
5. State the purposes of a primary recitation.
6. Distinguish between primary and advanced employments.
7. Give a complete list of the appliances needed in teaching.
8. State some of the uses and abuses of school sports.
9. State all the principles on which you would make a daily programme.
10. Give an account of the movements necessary to orderly school work.

SCHOOL LAW.

1. Mention the different classes and grades of certificates and licenses to teach.
2. By whom are they respectively granted?
3. For what causes and by whom may they be annulled?
4. How is a pupil appointed to a normal school?
5. What privileges does this appointment confer?
6. What are the terms of office of (a) the State Superintendent, (b) School Commissioners, and (c) School Trustees?
7. By whom are they respectively elected to office?
8. Who are qualified to vote at school meetings?
9. Give an account of the different items that constitute the public money for the support of schools?
10. What are the duties of Loan Commissioners?

THE EVENING VISIT.

CHARACTERS: Grandfather Jones, Mr. Jones, Frank Jones, Ned Beedle.

[Grandfather Jones is sitting in an arm-chair with his head tied up, holding a cane; he is very deaf. When he speaks it is very loud. Mr. Jones is reading a newspaper. Frank is reading a book. A knock is heard at the door. Frank opens it.]

Frank. Good evening, Ned.

Ned. Good evening. How do you do?

Mr. Jones. Good evening, Ned. We are all pretty well. Take a chair. (*Resumes reading.*)

Grandfather Jones. (*Loud.*) Who is it? Who is it just came in?

F. Ned Beedle.
 G. Ned Peters! Who is Ned Peters, eh? Where does he live?
 F. Ned Beedle.
 G. Ned Peters! I don't know Ned Peters! Who is he? What does he want?
 E. (Loud.) I said Ned Beedle.
 G. What!
 Mr. J. and F. Ned Beedle.
 G. Oh, Ned Beedle! Why didn't you say so at first? Well, what does he want—Neddy Beedle, eh?
 N. B. Good evening, Grandpa.
 G. Was it your father or grandfather that was at the battle of Bunker Hill?
 N. My grandfather, I suppose.
 G. Eh, your grandmother! No nonsense young man; it could'n't have been your grandmother—
 N. I said my grandfather.
 G. No, you didn't. I heard you say grandmother. They think—
 Mr. J. Come father, come, let's talk of something else. How are the crops down your way, Mr. Beedle?
 N. Very fine—our oats are going to yield forty bushels to the acre.
 G. What's that; does he say our dog Bose is fourteen years old? No such thing.
 F. We were talking about oats, grandpa.
 G. About boats! What boats? Who's got a boat around here?
 Mr. J. (Loud.) About oats; he says his oats will give forty bushels to the acre.
 G. That's a pretty story! What does he know about oats? That's like his story about his grandmother being in the battle of Bunker Hill—
 Mr. J. Why, grandpa, he said his grandfather; you did not hear him distinctly.
 G. (Shaking his cane.) Don't tell me; I can hear a great deal better than you think. He said his grandmother fought at the battle of Bunker Hill.
 Mr. J. Come now, father, don't say any more this evening.
 F. Were you at meeting last Sunday, Ned?
 N. Yes, and I think I never heard such a good sermon. Mr. Robinson preached pretty plain, didn't he?
 F. Yes, and the Smith family needs it. Think of what goings on they have had. (Both laugh.)
 G. What are they laughing at? Are they laughing at me?
 Mr. J. Oh no, father; they were talking about the Smiths.
 G. What Smiths? Deacon Smith.
 F. No; Peter Smith; they had a great party there last week.
 G. No one told me about it before. What did they do?
 F. Why, some one upset a wagon.
 G. What is there to laugh at in that? Does Ned Beedle come here to tell a big story about his grandmother being at Bunker Hill, and now another one about Deacon Smith?
 N. It was Peter Smith, not Deacon Smith.
 G. I heard you say Deacon Smith.
 Mr. J. Come, father, try and get a rap.
 G. I can't sleep as long as Ned Beedle is here; he talks so loud that no one can hear themselves think.
 Mr. J. Why, grandpa!
 N. I think I had better go.
 Mr. J. No, no; sit down; grandpa is a little cross; don't go.
 N. (sits) I went over to Marshfield yesterday, and saw the elephant that Barnum has just bought. There was a fear that he would escape. He ran up Barker's Hill, and—
 G. What does he say about Bunker Hill? Is he telling more stories about his grandmother?
 Mr. J. No, father; he is telling about the elephant at Barker's Hill.
 G. That's some more of his nonsense. I tell you there was no elephant at Bunker Hill.
 F. He said at (loud) Barker's Hill.
 G. Barker has'n't got a mill. Does Ned Beedle say he has?
 Mr. J. (Loud.) He said Barker's Hill?
 G. Oh! that's it.
 F. Grandpa is queer to-night.
 N. I think so.
 G. Ned Beedle.
 N. Well, sir?
 G. You have come here to-night to spark Sally. Don't tell me. I know it. That's why you put your good clothes on. That's why you told us about your grandmother at Bunker Hill, and forty bushels of hops, and Deacon Smith getting drunk, and Barker's grist

mill. Now, Ned Beedle, you ain't smart enough for our Sally—
 Mr. J. Father, father, you must not go on so. Never mind him, Mr. Beedle.
 N. I see the old gentleman has a grudge against me, and I'll come some other time.
 F. Well, come soon, and don't stay away on account grandpa.
 N. Good night.
 E. and Mr. Jones. Good night.
 G. What! Is he going? Is Ned Beedle going?
 N. Yes, sir. (Exit.) [Curtain falls.]

CROSS-EXAMINATION.

CHARACTERS: Judge, Mr. Clapp (lawyer), Mr. Snap (do), several jurymen, Sheriff, Clerk.

[The judge should sit on a high seat and wear glasses; the lawyers must be able to get excited. One has a low bass voice, the other a high shrill voice. The jury must look careless and indifferent. The judge comes in first, then the sheriff, then the lawyers, witness, and jurymen. The sheriff gives the judge a seat, and all talk together; the lawyer seats himself and brushes up his hair.]

Judge. Call the Court, Mr. Sheriff.

Sheriff. (Rises.) Oh yes, oh yes, the High Court for Jones County is now in session, and all parties having business before it will present themselves without delay. (All shuffle into seats. Sheriff raps, "Order in the court.")

Jud. Mr. Clerk, what case is on the calendar?

Clerk. Porkins versus Dorkins, your honor.

Jud. Who appears for Porkins?

Mr. Clapp. I do, your honor, (low bass voice.)

Jud. Who appears for Dorkins?

Mr. Snap. I do, your honor, (high shrill voice.)

Jud. What is the case? You may open it, Mr. Clapp.
 Mr. C. May it please the court, Mr. Porkins sold some old cheese—very fine old cheese—to Mr. Dorkins. Mr. Dorkins refuses to pay the bill, which is very moderate, only three dollars and fifty cents, and so suit is brought. And, your honor, (much excited), the despicable thing about it is, that Mr. Dorkins says he never had the cheese. This makes the case a remarkable—(shakes his fist)—yes, it is without a parallel. (Sits down and wipes his forehead.)

S. May it please the court. On the part of Mr. Dorkins, I do most emphatically declare (excitedly) that we never had the aforesaid cheese. And what is more, no one who has any regard for his life and health will allow himself to partake of such cheese as Mr. Porkins keeps at his store. (Sits down and wipes his forehead.)

Jud. Have you any witnesses, Mr. Clapp.

C. Yes, Mr. Trap.

Jud. Call the witness, Mr. Sheriff.

Sh. (Rises and calls out loud.) Oh yes, oh yes, Mr. Flap, come into court and give your testimony.

C. Not Flap—I said Trap.

Sh. Oh yes, Mr. Trap, come into court and give your testimony.

(Witness looks much frightened; stumbles along, and takes his seat.)

C. Did you sell Mr.—

S. I object.

C. Don't get excited. I'm going to get at the truth of this cheese business, and don't you forget it. (Glances.)

S. And don't you forget you don't ask any leading questions here in this here court. (Glances back.)

Jud. Tell what you know about the matter, Mr. Tap.

Witness. Trap, your honor.

Jud. Oh yes, Strap.

C. Not Strap, but Trap.

Jud. (Pettishly.) Why didn't he say so then. Go on and don't keep the court waiting so long.

W. Mr. Dorkins came in one day, and bought twenty pounds of cheese. He said—

S. I object.

C. Aha! you don't want the truth to come out. But it shall all come out (excitedly.)

Jud. Go on.

W. He said—

S. I object to this—

S. It's easy to see why you object.

Jud. Tell what was done—leave out what was said.

W. Well, there is nothing to it if I leave out was said.

C. He may tell us that Dorkins ordered the cheese—may he not?

Jud. Yes, tell that.

W. Well, he said the cheese was too lively.

S. I object—

C. Oh yes, you'll object to the verdict too. That is all. (Mr. Trap rises to leave the chair.)

S. You may remain. I want to ask a few questions. Do you know Mr. Dorkins?

W. Yes, sir.

S. You say you know Mr. Dorkins?

W. Yes, sir.

S. You swear you know him?

W. Yes, sir.

S. You mean that you are acquainted with him?

W. Yes, sir, acquainted with him.

S. Oh, you don't know him; you are merely acquainted with him? Remember that you are on your oath, sir. Now be careful. You don't mean to tell the court that you know all about Mr. Dorkins, everything that he ever did?

W. No, I suppose—

S. Never mind what you suppose. Please answer my question. Do you, or do you not, know everything that Mr. Dorkins ever did?

W. No, I—

S. That'll do, sir. No, you do not. Very good. So you are not acquainted with all his acts?

W. Of course—

S. Stop there. Are you, or are you not?

W. No.

S. That is to say, you are not so well acquainted with him as you thought you were?

W. Possibly not.

S. Just so. Now we begin to understand each other. If you don't know anything about Mr. Dorkins' acts when you are not with him, you can't swear that you know him, can you—

W. If you put it that way—

S. Come, sir, don't seek to evade my question. I'll put it to you again. When you say you know Mr. Dorkins, you don't mean to say you know everything he does, do you?

W. Why, no, sir; of course not.

S. Just so; of course not. Then you were not quite correct when you said you knew Mr. Dorkins.

W. No, sir.

S. In point of fact then you don't know Mr. Dorkins.

W. No, sir.

S. Ah, I thought so. That'll do, sir. You can stand down. Now, gentlemen of the jury, you see how the case stands. Here is a worthy man accused of buying cheese and not paying for it. In the first place, Porkins' cheese is notoriously bad; and in the second case, this cheese was particularly lively, and in the third place, this witness says he doesn't know Mr. Dorkins at all. What could be plainer.

C. Now, gentlemen of the jury, we have shown that Dorkins bought the cheese, twenty pounds of it, (excitedly.) What can be plainer? Shall men in this country buy cheese and not pay for it. Perish the thought! (excited.) No, gentlemen; give him justice. He has sold his cheese; he has a large family; he needs the money. Dorkins gloats over his ill-gotten gains. Justice is what we want (loud.) Justice we must have at any cost (louder.)

J. The court will consider the matter, but now it is adjourned for dinner.

Sh. Oh yes, Oh yes, court is adjourned for dinner. (Exit.)

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises and distributed among the class, or one may be written on the black-board each day.]

Our deeds determine us, as much as we determine our deeds.—GEORGE ELIOT.

If a man empties his purse into his head, no one can take it from him.—FRANKLIN.

You cannot dream yourself into a character; you must hammer and forge yourself one.—FROUDE.

Things which never could have made a man happy develop a power to make him strong. Strength and not happiness, or rather only that happiness which comes by strength, is the end of human living. And with that test and standard the best order and beauty reappear.—PHILLIPS BROOKS.

Pride is the consciousness of what one is without contempt for others.—SENAO'DE MEILHAN.

Character is human nature in its best form. Its moral order embodied in the individual. Men of character are not only the conscience of society, but in every well-governed state they are its best motive power; for it is moral qualities in the man which rule the world.—SAMUEL SMILES.

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EDUCATIONAL NOTES

ELSEWHERE.

TEXAS.—The weekly visits of the SCHOOL JOURNAL to this office are hailed with delight. Every issue contains much valuable matter. We often wonder how any teacher performs his duties aright without the aid of such a paper. Texas has a grand educational "boom," our schools becoming more worthy every year. Our teachers are becoming interested, and are beginning to feel the great importance of their work. During the present summer there will be maintained, under the authority and support of the State, eighteen summer normal institutes; said schools will commence July 6, and end Aug. 16 next. From the interest manifested in these schools throughout the State, it is believed that the attendance will be large, and that such an educational revival will be inaugurated as was never before witnessed in this country. The State Teachers' Association will convene in Tyler on the 27th inst. Our State Board and other friends of education are doing a noble work. Texas does not stand idle.

CARLISH & SMITH,
Associate Editors of Texas Journal of Education.

SOUTH-WESTERN IOWA EDUCATIONAL ASSOCIATION.—The fifth annual meeting of this association was held at Corning, Adams county, Io., July 5, and 7, 1882. The lectures were an important and interesting feature of the meeting. On the evening of July 5 Prof. Grumbeling of Simpson College spoke upon "Personality in Teacher and Pupil." The gist of thought was that man may be either a positive or negative force; positive convictions finding expression in positive words and actions

are the characteristics of true manhood. State Supt. Akers spoke on the evening of July 6 upon the "Elevation of the Masses." The true test of the public schools is outside of the school-room. The public school teacher works for the whole people. Rather than develop a few, brilliant, prominent characters, the public school aims to develop a nation of workers, self supporting and lawabiding; this in a good degree the public schools are doing. Among the most interesting and instructive papers was, 1. The paper of Supt. J. A. Woods of Clarinda upon "How can we inspire in our pupils a love for good Literature?" A thorough discussion followed and the opinion seemed to be universal that very early in life the class of matter one will read is decided, and that systematic effort must be made to create a good taste, and that this taste must be constantly satisfied. Crowd out bad literature with something genuinely good and attractive. 2. Prof. W. B. Payne's paper upon "The Place of Material Science in the Public High School." Questions were asked as to the relative importance of Natural Science as a study—and when the study of science should begin. Various opinions were expressed. 3. Prof. R. A. Harkness' paper upon "The Proper Work of the Public School." Some sharp criticisms were offered, and an animated discussion followed. 4. Prof. Matthews' paper upon "How to teach Language." Methods both old and new were advocated. 5. Supt. Stayt's paper upon "Normal Institutes—character of work and results." The plans now adopted and largely used in Iowa was criticized somewhat, and in the discussion some warm advocates of the present system presented their arguments. Two days were profitably spent in

counsel, discussion and forming acquaintances. C. H. G.

VIRGINIA.—R. M. Saunders, president of the Educational Association of Virginia, says: In all departments of business we see a striking exhibition of the practical power resulting from organized effort. It is however a sad fact that the strength gained by union of effort is to a great degree lacking in the profession of teaching. There are over four thousand white teachers in the public and private schools in the State of Virginia, and yet it seldom happens that fifty teachers attend the meetings of the State Educational Association. Can teachers afford thus to isolate themselves, each working wearily in his own prescribed field, doing what is right in his own eyes, without sympathy and aid from others? The march of modern ideas is upon us, threatening the overthrow of long established theories, and demanding that our most cherished traditions shall yield to the advance of knowledge. If we are inactive amid the general movement the new order of things will go forward without us, and we will lament our apathy when it is too late to recover vantage ground we wilfully surrendered. Elsewhere teachers are alive to the great interests involved in the searching, shifting processes of modern thought, which are being applied to all old systems of education. They are forming county and State associations, taking counsel together, freely and fearlessly discussing all questions which demand solution, and honestly trying to prove all things and to hold fast to that which is good. [This man talks sound sense, but will the teachers listen? If they meet, will the talkers and paper-readers give them any light? that is the question.]

INDIAN EDUCATION.—In the room at Carlisle first vis-

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ited were found some thirty boys, ranging in age from ten to sixteen, dressed in blue-cloth suits of semi-military pattern, who gave evidence of excellent discipline and careful training, both by their manner and acquirements. A number of them were called upon to take their places at the blackboard, and proved their ability to solve the ordinary problems of arithmetic with a correctness and rapidity which would have been creditable in a school of white boys of similar age in almost any rural district. Thirteen of the Indian tribes had representatives in this room, among others being the Sioux, Pawnee, Arapahoe, Ponca, Cheyenne, Ute, Fox, etc. In the next class-room visited were found an equal number of Indian girls of the same age, who showed like decorum and equal progress in their studies. The method of instruction adopted may be described as constructive. Ideas already in the mind of the child are used as a basis upon which to build new materials; and the mind, thus continually dealing with something known and tangible, enlarges its fund of information by a natural and comparatively easy process of accretion. The old system of "tasks" under which children were compelled to memorize words and phrases, of whose meaning they knew little or nothing, is not here in vogue. The happy children of this Indian school find their way into their reading books without stopping to wrestle with the alphabet as an abstraction. Letters and words are taught at the same time. The acquisition of words and the knowledge of their meanings are followed in their natural sequence by the building of sentences, and so the child is led easily to such an acquisition of knowledge as enables it to read and write with fluency. One little girl of nine years, a child of the Sioux tribe, who will serve as an example of the success attained by the methods pursued, was engaged, in common with some twenty-five girls of from eight to fourteen years of age, in writing a description of a picture which lay before her. Her handwriting and orthography were remarkably good and the language of her description, while quaint and childlike, was well chosen and evidenced powers of imagination and expression and a degree of intelligence truly surprising. Other girls wrote their descriptions in a fair round hand upon the blackboard, with equal success. I have before me many examples of work done in the school-room by children of various ages, in the shape

of written answers to questions presented upon the blackboard. All of them are upon foolscap sheets, neatly and some of them beautifully written and remarkably free from errors. The visitors next proceeded to the Industrial school-rooms, in which the pupils spend half of each day, first visiting the blacksmith and wagon shop. Here, with the exception of a single white overseer, the work of manufacturing spring wagons for the use of the Indian agencies in the Territories was being conducted entirely by Indian boys, who are able to construct a serviceable, well made spring wagon in all of its parts. In the next shop harnessmaking was in progress, a number of boys being busily engaged in different parts of the work, not one of whom stopped to give more than a passing glance at the company of lookers on. In the third were the tanners, who have acquired such facility, after comparatively brief instruction, as to be able to manufacture one and one half dozen well made tin buckets each per day. Near by was the shop devoted to tailoring, in which a number of boys were found busily engaged in plying the needle, and where all of the clothing for the boys of the school is manufactured. It may be added that the girls, also, make nearly all of their own clothing and do the mending for themselves and the boys. The limited time at the disposal of the visitors prevented them from inspecting the bakery and the printing office, which are also successfully conducted almost solely under the management of Indian youths. The work accomplished in the Industrial schools at Carlisle may be summed up briefly as follows: Number of boys pursuing trades—carpenters, fourteen; tanners, eight; tailors, ten; shoemakers, fourteen; saddlers, twelve; coachmakers, three; blacksmiths, six; bakers, three; printers, two; farmers, twelve; total, eighty-four. In addition to these are ten other trade boys not at the time on duty, making a total number pursuing trades of ninety-four. As the result of the industries pursued in the various shops, the training school is now furnishing wagons, double harness and tinware for the use of the agencies, the invoice of material furnished for the past year amounting already to over \$4,000. In addition to these supplies, there are now on hand at the agency over one hundred sets of double harness, several spring wagons and 448 dozen of assorted tinware. Contracts have been made with the Department of the Interior for

the furnishing of supplies for the Indian Bureau in the coming year to the amount of over \$3,000. The total amount appropriated by Government and otherwise provided last year was \$24,000—a sum altogether inadequate, when it is remembered that to the cost of supporting schools must be added that of buildings and other incidental expenses of establishment. The slight addition of ten thousand dollars to the appropriation for the current year amounts to little in comparison with a need so large. The appropriation for the ensuing year, with the probable addition of some \$80,000 from other funds, will make a total fund for Indian education of \$535,000, a large advance, for which the friends of Indian civilization may well thank God and take courage.—H. K. WAITE in *Independent*.

FOREIGN.

GERMANY.—At Marrienvorwerder industrial training is to become a part of the course in the common schools. In Hamburg the school aid society has arranged to have boxes placed in 120 coffee houses, restaurants, etc., in which money is to be collected for the "fresh air fund." About 8,000 marks (mark 23.8 cents) are required. The intention is to send five thousand children into the country during the summer vacation. "Vacation colonies" these are called.

Various teachers' conferences are held from time to time in different sections of the empire. One held on the 10th of May at Königsberg was very largely attended. Among the topics presented were "Chemistry in the public schools," and "The teaching of Geography in the common schools." In connection with the last mentioned subject a lesson in geography was given, the special topic being the Upper Rhine level. On May 31 another teachers' conference was held at Cammin, in Pomerania. Quite a discussion arose as to religious teachings in the common schools. This was followed by a paper as to what extent a child's imaginative faculty should be taxed. The natural decision was that education must tend to place only true and clear pictures before the mind's eye of the child.

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LETTERS.

This is from Ohio: "The July INSTITUTE is like all that you publish—excellent; but it has a great deal of advertising in it, and that I do not like so well."

(We wonder if this subscriber counted the pages. Probably not. Well there are 32 pages in the July INSTITUTE, and 13 are devoted to reading matter. Usually it has 16 pages, and three or four for advertising. So that there is as much reading in that number as usual. If he gets the usual amount of reading, he ought not to complain. But what is the "usual amount" of reading? The 12 or 13 pages of the INSTITUTE contain in a year over 1,000 pages of the ordinary size. Take Page's "Theory and Practice" of 350 pages, costing you \$1.50. We give you three times as much as is in that book, and charge you only \$1.00. Think of that. And the INSTITUTE for a year is worth ten times as much as any volume no matter what the price. It treats of all educational subjects. It is fresh, it is filled with practical matter. Prof. DeGraff says, "Every number is worth subscription price." Again, if we give the readers their share, why should B complain, if we can make some money by adding advertising pages? The popularity of the paper causes it to be in demand with advertisers; and lastly, there is a world of information in the advertisements; we learn a good deal from them.—PUBLISHERS.)

As you so kindly answer questions which perplex other teachers, I would like to ask a few regarding whispering in the school. Is it right to whip a child for whispering, when other means fail, such as keeping after school, etc. I have a great deal of trouble with it, owing to carelessness of past teachers, who have permitted it. I have tried talking kindly to the offenders, and they promise to do better; but they are so thoughtless, and in a short time forgot, and offend again. I give a short time between recitations for asking necessary questions, and think that is sufficient.

B. H.

(You can probably stop whispering without resorting to whipping. It is not a question of right, it is one of expediency. I would urge you not to whip your pupils. In New York City the teachers do not whip and the order is excellent. Study up the matter thoroughly. Kellogg's School Management, price 75 cents, will aid you very much. I would appeal to the pupil's sense of order; it is not a well behaved school where the pupils talk; refer to church, and Sunday School and get them to refrain, because it shows bad manners, etc. This is the true ground. Use tact—pile of it.—Ed.)

Will you please send me sample copies and premium list for the SCHOLAR'S COMPANION. I am not a teacher, but a mother, interested in my children and their schools, and intend either to get up a club myself or put it into the hands of some one else who will be sure to do the work. Perhaps it may not be out of place for me to say how much I appreciate your TEACHERS' INSTITUTE. We take many periodicals, but from none do we get so much instruction as from that.

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(We have done our level best to publish a pure, instructive and interesting paper for pupils of the schools. We felt sure the teachers would assist us, but a few do so, however; they let their pupils read the flashy papers that deal destruction as certain as Paris green, and won't put themselves to the trouble of pointing out the SCHOLAR'S COMPANION. You as a mother will appreciate our work, and we cheerfully send samples. We only wish the teachers felt the same interest that you do in reading about education. Perhaps they will if we keep at work.—Ed.)

I am in need of advice and naturally turn to you. Which are the best text-books on arithmetic, grammar, geography and penmanship, to be used as a guide by a primary teacher? Which is the best school pen? Will you please send a sample copy of the SCHOLAR'S COMPANION. I think it will be a good thing in my school.

K. L. F.

(For an arithmetic to guide a primary teacher, I would recommend "Arithmetic for Young Children," published by Lee & Shepard, Boston, Mass., price about 30 cents. You need nothing on grammar, but Mrs. Knox's "Language Lessons," published by Ginn & Heath, Boston, Mass., will be serviceable. As to pens write to Ivison, Blakeman, Taylor & Co., Gillott, 91 John, Esterbrook 26 John, all in this city for samples. As to a geography many are published. University Publishing Co., D. Appleton & Co., Ivison, Blakeman, Taylor, & Co., A. S. Barnes & Co., all of New York.

The SCHOOL JOURNAL is read with interest each week, and some of the poems for the primary class have been memorized by the pupils. "Which Loved Best?" was very appropriate, and I taught it to the assembled school. 240 children repeated it in concert, and the beautiful lesson conveyed was fairly understood, as the conscious looks of the little boys and girls testified.

The SCHOOL JOURNAL is a very readable paper, not only for the subject matter, but because it is so beautifully printed. Type and ink are excellent. I wish it an extended circulation.

E. Fox.

I have taken the INSTITUTE nearly two years, and have derived many new ideas from it. I have circulated it to some extent, and all are much pleased with it.

D. D.

(This Nebraska teacher may be assured that no one complains of the INSTITUTE, except "hide bound" teachers, or those who are in the schools to GET and not to GIVE, and this class is pretty large and likely to be so. Let her continue her good work.—Ed.)

The trouble in the Flushing Schools has resulted in the resignation of Mrs. Baldwin, the principal of the primary school. It seems a pity, that after two years of great success in establishing an improved method of teaching, it should be allowed to fall to the ground, as it will assuredly, inasmuch as nearly

SHORT-SIGHTEDNESS.

"How many children there are who are nearsighted" is an exclamation frequently heard, and "What is the cause?" is a question that has excited the attention of many of the most prominent physicians in this and other countries.

"Shortsightedness has increased to so great an extent among the youths at the great Government School in France, that a committee was appointed some time ago to inquire into the subject. In their report the committee point out that the cause of the prevalence of the infirmity is to be found in the fact that the school books are printed in too small type, and that printing on white paper is still more hurtful.—N. Y. Sun.

A committee of physicians in Philadelphia a few years since also made a report of a similar character.

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all of the trained teachers will also leave. We would advise a regeneration of the school officers.

OMNIBUS.

(Flushing will feel severely the loss of this skillful teacher; the reduction of salary was most unwise and unjust.—Ed.)

I like the JOURNAL very much, better than any other; in some you are obliged to rake through an entire number without finding anything that will help him; some are mere chaff and a great deal of that. Essays won't convert the world.

H. C. E.

I wish to have a kind of Longfellow memorial meeting with my pupils. Please suggest something that will add to its interest, and oblige

A TEACHER.

(Recitations of some of his shorter poems; singing of "The Bridge" or any words of his set to music; reading of an original criticism, and selected prose extract. Interest your pupils in the memorial association, and get as many as you can to give ten cents each and become an honorary member. Send the money to Mr. John Bartlett, Treasurer, Box 1,590, Boston, Mass., and memorial cards will be sent to you.)

Is there such a thing as a society to encourage home study? I have heard one spoken of but do not know where it is.

M. W. B.

(There is a Boston Society for the "Encouragement of Home Study." Address Miss A. E. Ticknor, No. 9 Park Street, Boston, Mass., for circular.)

Please publish a good program for a school of four grades, and oblige me much. (South Haven, New York.)

(Here is a good one from "School Management," p. 87.)

Time.	Min.	Class.	Recitations.
From	to		
9.00	9.05	5	Opening Exercises.
9.05	9.15	10	Reading.
9.15	9.30	15	Do.
9.30	9.50	20	Do.
9.50	10.10	20	Do.
10.10	10.25	15	Recess.
10.25	10.30	5	Singing.
10.30	10.45	15	Penmanship.
10.45	11.00	15	Arithmetic.
11.00	11.20	20	Do.
11.20	11.40	20	Do.
11.40	12.35	55	Intermission.
12.35	12.40	5	Singing.
12.40	1.00	20	Penmanship.
1.00	1.15	15	Arithmetic.
1.15	1.30	15	Geography.
1.30	1.50	20	Do.
1.50	2.10	20	Do.
2.10	2.25	15	Recess.
2.25	2.40	15	Oral Lessons.
2.40	2.55	15	Spelling.
2.55	3.15	20	Grammar.
3.15	3.35	20	Do.
3.35	3.50	15	Spelling.
3.50	4.00	10	Miscellaneous.
4.00	4.05	5	Dismissal.

FRESH MEAT FROM THE WEST.—Armour & Co. of Chicago kill about 500 cattle a day. The St. Louis Beef Canning Company packed 200,000 animals last year, and kill 700 in a day. Libby, McNeil & Libby of Chicago do an immense business, and these three firms are sending forward the bulk of the fresh meat that comes to New York. The supply is steady, and several firms in New York make a business of supplying retail customers with fresh meat killed in Chicago or St. Louis. It is claimed that the meat is much better than that of cattle starved and thirsty that are brought to this city alive. The growth of the trade has led to the building of great refrigerators for both storage and transportation, and the cold storage business in large cities is rapidly becoming immense. Mr. Styles is building a refrigerator that will cost \$100,000. Another firm have immense refrigerators where they keep the Western meat ready for daily delivery. Although the railroad freight for fresh meat carried in refrigerator cars is double that for live cattle, the actual freight of the consumable meat is less.

FOR THE SCHOLARS.

BLACKBERRIES.

By MRS. A. ELMORE.

Near to the southern base of the Catskill Mountains is the snug little cottage and well tilled farm, known as the "Hill" homestead. Johnnie Hill, great, great, great, grandson, of the man who bought it first, of the government—is a bright earnest boy of eleven. A year ago, he expressed a wish to his father, for a suit of clothes of special pattern and color.

"I don't know about that Johnnie; 'pears to me its a big price, but if you'll earn five dollars of it in berryin'—I'm agreeable for the rest of the money."

"Thank you, father, you will need to be ready—I'll have my share," and by dint of perseverance, long tramps through the rough tangle of bushes, and many a tired walk through the streets of Saugerties crying—"Blackberries!" Master Johnnie held in his palm a bright gold piece, which his father had given him in exchange for his small change.

The earth was growing grey in the autumn, gentle hints of frost had turned every leaf on the rough rocky sides of the grand old mountains, from green, to varied tints. Johnnie was very happy, for "next Monday," he was to go to the store in Saugerties and buy a handsome winter suit.

Sunday morning as all the family left the house for church, Johnnie said "I would like to take my five dollars with me to show to Aunt Rachel."

"No, no, Johnnie," answered his father. It is safer here. You might lose it."

Johnnie looked rather vexed, but not so much as he did three hours later, when they came home, and found that a hired man had broken open a window and stolen the money. He had told Mrs. Hill that he was going to see some friends—and all the time he had planned to take Johnnie's hard earned money.

Poor Johnnie was so disconsolate that Aunt Rachel promised him to make his loss good.

"Yes, but that won't be my very own berry money," sobbed Johnnie.

There was a queer little mark on the gold piece, which had no doubt been placed there by a foreigner, and Johnnie had spoken of it to several persons. Now comes the queerest part of the story.

When the money had been gone a week, Johnnie and his father went to Kingston, and a man meeting them said, "Oh here's the blackberry boy, eh."

"Yes sir, I'm Johnnie Hill."

"Would you know that gold piece again?"

"Indeed I would sir."

"Then come with me, Master Johnnie."

The gentleman and Mr. Hill turned into the jail, when, would you have thought it, he took from his desk Johnnie's gold piece. There was no mistake about. "Now come over this way," said the Sheriff—for it was no less important a person than he who had accosted the astonished boy. Through the grated doors, Johnnie and his father saw Fritz, the hired man. He had been arrested for stealing harness, and when he was searched, there was the gold piece stitched into the belt of his pantaloons. Johnny had the pleasure of paying his own money for his clothes, and was in the court room when Fritz was sentenced to prison for ten years.—*Scholar's Companion.*

HOW I WENT TO THE COUNTRY.

By DICK SAUNDERS ESQ.

I sell newspapers for a living telegrams mostly, and heard of an excursion into the country, and I says, "I'll go into the country myself." It was to be on the "Minnie Cornell," an' Jake an' Sam an' Net an' me could hardly wait for the day after the Fourth of July to come, and you'd better believe we was down at the pier as soon as the "Minnie Cornell" was. Jake and Sam was one of the first on board, but Net is sort o' lame, you know; so she was late. Anyhow we got just as nice a place as they did. Nobody cared if it did rain, 'cause that soon stopped, and then there was only mist. Lots of fellows I knew was on board. A reporter said there was 465 children on board, and that the Tribune "Open Air Fund" had hired the "Minnie Cornell," and fixed up the whole business. You see, I know all the reporters and which papers they work on, 'cause I'm in the paper business myself.

Bye-bye a girl come along that knows Net, and I went away to see the steamer. I shot right for the engine-room, first thing. There was lots of others there; it was such fun to watch her work. Some of the girls was afraid at first, but the man was a good chap, and ex-

plained it all to us. I went around; every little while I put an eye on Net. Then I thought I'd sit down by the girls, as I see the other fellows do, and talk to 'em; so I set down, and told 'em what I'd seen in the engine-room and about the country we was then goin' by. We made it a point to cheer every boat we saw. Just above a place the Captain called "Yunkers," we saw a lot of sail boats full of brick, and we did make a big noise, I tell you, and the fellows in their oil-skin suits climbed up into the ropes and waved their hats to us and shouted back. That was one of the liveliest times we had. We brought our lunches with us in papers, and some of us was as hungry as bears when it came time to eat. But we was so fasnated by lookin' that we jes sat there eatin' and lookin', eatin' and lookin'. Then we had fun with the papers. We throwed 'em all overboard, an' there they was, about 500 of 'em a-bobbin' up an' down in the water. One of the boys says it looked as if a paper bag factory had "gone up" on the river and that was all there was left.

Net was never tired of watchin' a man there was on board make pictures. He was making sketches for *Harper's Weekly*. He was a pleasant man, and there was always a lot round 'em. You see, there was'n't nobody on board but us boys and girls, besides the men that took care of the "Minnie Cornell," and the Tribune folks, and they was just as good as could be. Then we sung hymns lots and lots of times.

Towards night it was lovely when we got to the Highlands. Did'n't we shout! You couldn't help it; it was so impressiv', and besides, the mist was'n't so thick then. They hussled every one off of the forward decks at one time, and then out of the cabin. That was to make the beds, and pretty soon we was all packed away on mattresses to go to sleep. We made considerable noise for a while, but bymby, I guess, we all dropped asleep; I know I did. It was the most comfortable bed that Dick Saunders ever laid on, I know. The next thing I heard was lots o' talkin', and I found it was light an' we was in another part of the river. My! was'n't it pretty! The sun was out, an' it did look just too lovely for anything. At six o'clock we got off in Troy. We all got together, Jake an' Sam, an' Net an' me. The fellows with the Tribune banners was fust, an' then the rest of us formed in line. We marched up to Harmony Hall, and had a jolly breakfast, with lots of milk. I never had so many good drinks of milk in all my life. I looked around to find Net, who was with the girls, and if you'll believe it, she fairly had red cheeks! At half-past eight we got on the steam cars. We had lots of fun seein' the things whizz by so fast. I scud away from where I was a-sitting, down to where Net was, an' she says to me: "Oh Dick, I didn't know things was so lovely. Ain't you glad you come?" Just then we come to the fust tunnel. I was'n't afraid, 'cause I'd gone through the tunnel in New York; but some of 'em was real scared, until they began to see the light; then it was all fun, an' every one would shout when a tunnel came.

At Fort Ticonderoga the train stopped, and they began to cut us up. Jack an' Sam came up, and us four stuck together like burrs. The first party went to Essex, the next time about 160 was sent to Westport; some staid there, and some were took in carriages to Elizabeth town; but we and about twenty-five more went to Lewis. Its all grand and fine and beautiful up here, and I don't wonder Vanderbilt and Jay Gould go into the country.—*Scholar's Companion.*

GOOD ADVICE CORNER.

TAKE HOLD.

To carry a piece of work through people must take hold. To make the world better those living in it must take hold and assist; to save a burning house from destruction the firemen must take hold. To rescue a drowning child some one must take hold and help. To make a prosperous business, the proprietor and his workers must take hold. To become an intelligent man, the boy must take hold and study.

In September the scholars gather in the school-rooms; are they going to take hold heartily and earnestly, or let things get along as best they can? Take hold and help your teacher to have a good school; to have well learned lessons; to have a neatly kept room; to have the hum of industry heard.

Take hold and help your schoolmate to be punctual in the morning; to keep from whispering; to learn his lessons; to look up to you as doing all these things. Take hold is a good school motto for boys and girls. Who will adopt it?—*Scholar's Companion.*

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WHO WERE THE LAKE POETS.—IV.

Samuel Taylor Coleridge in many respects was rich in imagination, but he was unsteady. This was perhaps partly due to the use of opium, a habit that held him in bondage for many years. He was but two years older than Southey, and two younger than Wordsworth; and living, as he did, for many years near them both, it is no great wonder that they were regarded as a "brotherhood."

Coleridge was born in Devonshire on the 20th of October, 1772. His father was a clergyman. A stranger accidentally meeting him, one day, in the streets of London, was greatly struck with the boy's conversation, and gave him the free use of a circulating library, and Coleridge read every book right through. An older writer says of him: "At fourteen he had, like Gibbon, a stock of erudition that might have puzzled a doctor, and a degree of ignorance of which a school boy might have been ashamed." He received the larger part of his education at Christ's Hospital, where Charles Lamb was his school fellow.

Samuel was not ambitious, and as his father was dead, he had an idea of apprenticing himself to a shoemaker who lived near the school. Through the influence of the head-master, Mr. Bowyer, this was not done, but instead the lad was made "deputy-Grecian," or head scholar, and was sent to Jesus College, Cambridge. He remained there for several years, in the time gaining one prize and losing two. Coleridge had rather a morbid nature, and a debt of about \$500, which he could not pay, so troubled him that he left college for London. There the poor youth was soon so forlorn and destitute that he enlisted in the army and went to France.

The scholar and poet did not make a very brilliant soldier, but he was no coward. Coleridge passed into the service under an assumed name, but after four months he became known, and his discharge was obtained.

Returning to Oxford in June of the same year, he met Southey, who became an intimate friend. Although Coleridge kept writing and publishing off and on, it was with little success, owing to the sad want of regularity

and diligence in everything he undertook. Later he went to live at Nether Stowey. Here it was that the poet wrote his most beautiful works, and seems to have been both happy and eager in his studies. Two or three years were passed in this place, while the young man wrote, studied, and "established his name forever." At that time he also acted as Unitarian preacher at Tauton, and later at Shrewsbury. Hazlitt walked ten miles to hear him one winter day, and afterward said: "I could not have been more delighted if I had heard the music of the spheres." Wordsworth thus describes his appearance at that time:

"A noticeable man with large grey eyes
And a pale face that seemed undoubtedly
As if a blooming face it ought to be;
Heavy his low-hung lip did oft appear
Depressed by weight of musing Phantasy;
Profound his head but not severe.

In 1800, on returning to England from a fourteen months' stay in Germany, he made his home with Southey, and here his opinions changed entirely, and he became an earnest believer in the Trinity. He passed the last nineteen years of his life in the northern suburbs of London, at the house of his friend, Mr. James Gillman, a surgeon. Coleridge received much honor then, which lasted to the end of his life, enjoying hosts of friends and devoted people. He died on the 25th of July, 1834—the first of the three poet friends of the "north country" to quit company for better lands. Many of his works are so rare and beautiful that they will live forever, still one could not find a model in Coleridge. His work fell short of his own ideal for want of the completeness and polish which industry only could have given it.—*Scholar's Companion.*

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do so? See that you pronounce the words correctly, and to do this, read it over to some other person.

Now, if you have your "piece" picked out, read over to find out the pronunciation, thought over to find the meaning, and committed to memory, the next thing is to speak it. Take your place without any hurry, and try to feel at your ease—even if you don't. Draw your heels together, and let your arms hang carelessly at your side, ready for an appropriate gesture. Do not attempt too many gestures, and do not make them forced, as if you were going through gymnastics.

Speak in a clear, even voice, except where the words demand increased tone. Dwell a little longer on important words, and enter into the feeling of what you are reciting. It is somewhat hard to stand before one's school and speak, but it has been done, and it can be done again. "Practice makes perfect." I have a few directions to add for those who do not care how they recite; it may aid them in their efforts:

Don't spend much time on learning your piece; it will come to you at the right time. Some speakers do this very successfully—with poor results.

Hurry to the platform, and get it over as soon as possible. Stand with your feet apart and hands clasped stiffly behind you. Look at one person all the time; it will make him feel uncomfortable, if he does not feel in an honor. Speak your words just loud enough for those in front to hear. Speak fast and indistinctly what you can remember, and then hurry off as if some one had shot at you.—*Scholar's Companion.*

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BOOK DEPARTMENT.

NEW BOOKS.

THE SCHAFF-HERZOG ENCYCLOPEDIA OF RELIGIOUS KNOWLEDGE. Edited by Philip Schaff, D.D., LL.D. Assisted by Rev. Samuel M. Jackson, M. A. Clemens Petersen, M. A., Rev. D. S. Schaff, and a large corps of eminent in Europe and America. New York: Funk & Wagnalls.

The object of this Encyclopedia is to give in alphabetical order, a summary of the most important information in all branches and topics of moral and religious knowledge,—exegetical, historical, biographical, doctrinal and practical. It will be completed in three volumes. The editor, the Rev. Dr. Schaff, describes his great undertaking as follows:

"The encyclopedia was suggested by the *Real-Encyclopädie für protestantische Theologie und Kirche*, edited by Drs. J. J. Herzog, G. L. Plitt, and A. Hauck (Leipzig, 1877, sq.). This work, with which I have been familiar from its start, as one of the contributors, is universally acknowledged to be an invaluable thesaurus of solid information in all departments of biblical and ecclesiastical learning, under the responsible names of a large number of eminent German and other European scholars. The first edition, edited by Dr. Herzog alone, was begun in 1854, and completed in 1868, in twenty-two volumes. The second edition, thoroughly revised and partly rewritten, is now in course of publication, and will be completed in not less than fifteen volumes. A mere translation of this *opus magnum* would not answer the wants of the English and American reader. While many articles are very long, and of comparatively little interest outside of Germany, the department of English and American church history and biography is naturally, too limited. Dr. Herzog has kindly given me full liberty to make such use of the work in English as I may deem best.

"This encyclopedia, therefore, is not a translation, but a condensed reproduction and adaptation of all the important German articles, with necessary additions, especially in the literature, and with a large number of new articles by the editors and special contributors—more than one-third of the work is original."

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Dr. Schaff's name is a guaranty throughout the civilized world that the work will be most thoroughly done, even to the smaller details. He sees every line before it is printed, and he himself prepares much of the copy. Thousands of dollars are being contributed to the editorial work alone of the American edition. No labor or expense is spared to make this the standard work in the English language.

Each article is signed, and is thus attested by the soundness of judgment and the reputation for learning of its author. In this it possesses a very great advantage over any other Encyclopedia of its kind. A single line by one author will often carry more weight than a whole page by another author. *Non numero sed pondere*. An Encyclopedia is not to be judged by the number of its volumes but by the quality of its matter. A pound of gold is of far more value than a shipload of gravel. The names of hundreds of the best known scholars of both America and Europe will be found attached to the articles in this Encyclopedia.

MESERVEY'S BOOK-KEEPING BY SINGLE AND DOUBLE ENTRY. A. B. Meservey, Ph.D. Boston: Thompson, Brown & Co.

The authors rightly say that one of the great causes of want of success in teaching book-keeping has been the want of a proper text-book. This is a small attractive volume of about 100 pages. The learner is introduced to the subject by questions and answers; this seems to direct his ideas definite-

ly. The questions are minute and searching, and yet brief. Then commences a simple form of cash account. The items are given and the learner is to put them in a proper form. This is properly shaped and followed by questions. More examples are given, and thus the work goes on. The plan is simple, natural, progressive, and well-conceived. We are glad to learn the book is becoming popular and is selling largely. It cannot but serve an excellent purpose when introduced in the schools.

A LATIN READER, with Notes and a Lexicon. By George Stuart, A.M., Prof. of Latin, Central High School. Philadelphia: Eldredge & Bro. Price, \$1. This volume is one of the "Chase & Stuart Classical Series." It is composed of fables, anecdotes, legends, biographical sketches. There are notes following the text and a lexicon; the former are full and explain difficult parts of the text; the latter defines the words used. The work cannot but be a very useful one. It is put together by a teacher of eminence, and his skillful hand marks every page.

CONSTITUTIONAL HISTORY AND POLITICAL DEVELOPMENTS OF THE UNITED STATES. By Simon Sterne. New York: Cassell, Petter, Galpin & Co.

The remarkable progress which has been made by the United States of America, in the extension of territory, increase of population, and accumulation of wealth, has drawn a degree of attention to its history and government during recent years far beyond that which it excited at any previous time. The object of this work is to give a general knowledge of American institutions, their rise and progress.

Among its contents will be found chapters on The History of the Articles of Confederation, as well as on The Constitution of the United States—The Legislative Department—The Executive Power—The Judicial Power—Current Questions productive of Changes in the Constitution, etc., etc.

Chapter V. (The Post-Constitution History of the United States) gives an interesting and concise history of the political division of parties, from the administration of Washington to the present time, which cannot but prove of interest to the rising generation.

MAGAZINES.

In the *North American Review* for August, the Rev. Henry Ward Beecher writes of "Progress in Religious Thought," pointing out the many influences, social, educational and scientific, which are by degrees transforming the whole structure of dogmatic belief and teaching. T. V. Powderly, the official head of the Knights of Labor, the strongest union of workmen in the United States, contributes a temperate article on "The Organization of Labor." "Woman's Work and Woman's Wages," by Charles W. Elliott, is a forcible statement of one of the most urgent problems of our time. The author sees no advantage to be derived from the employment of woman in man's work, whether of brain or of hand: such employment, he insists, only reduces man's wages, and does not really add to the total resources of the whole class of workers.

The Sanitarian for July, contains papers on "The City Needs a Change of Air," by Prof. Richard McSherry, M. D. "Protection Against Disease," by J. J. Speed, M. D. "Protective Power of Vaccination," by E. M. Snow, M. D. "Evidences of Insanity Discoverable in the Brains of Criminals and Others whose Mental State has been Questioned, with some remarks on Expert Testimony and the Grapotte Case," by Edward C. Spitzka, M. D., Pres. New York Neurological Society, etc. "Lead Pipe Dangers to Potable Water," by E. R. Maxson, M. D., LL.D., of Syracuse, N. Y.

Our Continent has changed its form, and is much more convenient to handle. The editor, Judge Tourgee, has begun a new story called "Hot Ploughshares."

NOTES.

Appleton's *Popular Science Monthly* for July contains many articles of interest.

A new edition of "Seaside Studies," by Professor Alexander Agassiz and Mrs. Agassiz, is in preparation.

The Harpers have published in book form Carlyle's "Reminiscences of My Irish Journey," which first appeared in the *Century* magazine.

D. Appleton & Co., of this city, are about to publish, in twelve monthly volumes, a fine edition of Shakespeare, printed on linen paper and bound in vellum.

James R. Osgood & Co. have added to their Round Robin Series a story called "The Desmond Hundred," which is considerably above the average of current novels.

"Timon of Athens" and "Two Gentlemen of Verona" have been added to Rolfe's excellent critical and annotated edition of Shakespeare, which Harper & Brothers are publishing.

"Demosthenes" is the latest addition to the series of classical writers brought out by D. Appleton & Co. It is from the pen of S. H. Butcher, M. A., Fellow of University College, Oxford.

Roberts Bros. of Boston, who have given us so many works of the highest literary quality, announce a re-publication of the "Dial," in four octavo volumes, at the subscription price of \$15.

Mr. De Cesnola has edited, Mr. George Gibson illustrated and D. Appleton & Co. have published a handsome octavo pamphlet illustrating the treasures collected in the Metropolitan Museum of Art in this city.

Cancans, a Franco-American weekly review, is to be issued soon. Its specialty will be pen portraits of celebrities of France here in America. It will be published at Blanck's French Library, No. 18 South Fifth avenue.

Fords, Howard & Hulbert have published a new edition of Helen Campbell's, "The Easiest Way in Housekeeping and Cooking," one of the most practical, sensible and useful books of the kind which has ever been given to the public.

Dodd, Mead & Co. have published a cheap edition of E. P. Roe's "Barriers Burned Away." This book has had the wonderful sale of 36,000 copies, and the 100,000 copies of the new edition will undoubtedly be wholly absorbed by the reading public.

Houghton, Mifflin & Co. have completed their handsome new edition of Bret Harte's works by the publication of the Condensed Novels. The five volumes make a very attractive appearance and contain some of the most original writing in our literature.

Outing is a new monthly devoted to recreation. The July number contains papers on "Lake George from a Row-Boat," illustrated, hints on pressing ferns, and for making an Adirondack trip, for taking a holiday, and other summer topics. There are notes on out-door sports and summer resorts.

"The Trial of Guiteau, the Assassin," is the title of a book edited by Mr. George R. Herbert, a journalist, giving the story of the crime and a very full report of the trial in Washington. It also contains a number of wood cuts of persons and scenes connected with the tragedy and the trial. William Flint, No. 623 Sansom street, Philadelphia, is the publisher.

City and Country. The July number contains four illustrations: "A California Threshing Outfit," "Falls of the Yosemite," "Ornamental Flower Basket" and "Scene on Rondout Creek, State of New York." A serial "Honor's Debt," is begun, written by Abbie C. McKeever. Among other matter, it gives an article on "Strikes and Trade Unions" and an eulogy of Garibaldi.

The prominent English publishing house of Frederick Warne & Co. have opened an office at 20 Lafayette Place, in this city, for the convenience of their large American trade, and will keep in stock a full line of their numerous and standard publications. This house are the English agents of the Century Company, and have an enviable reputation in business and literary circles.

Cassell, Petter, Galpin Co. have in press for immediate publication a new and cheap edition of "Wood Magic," a fable, by Richard Jeffries, author of "Gamekeeper at Home," "Wild Life" in a

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Harper's Weekly prints an epigram by Emerson, which has just been made public in London. It was written in the album of a well-known firm of photographers to whom he sat for a photograph during his last English visit. When he asked to write something, he without hesitation penned these words:

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Has not a friend to spare;
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MISCELLANEOUS NOTES.

We have advertised for H. C. Dean, of Chicago, but we think our subscribers had better not send him any orders.

MR. C. W. BROWN, manager of the educational department of D. Appleton & Co., has come back to the city to resume his duties.

GEN. A. C. BARNES, of A. S. Barnes & Co., has returned from his summer trip, and does not seem to be the worse for the vacation.

SHELDON'S Modern School Readers and Patter sons Grammar were adopted in Jersey City, Tuesday August 9. The former were also adopted in Paterson and Hoboken.

THE many friends of Mr. Keeler, business manager of Hall & Ruckel, who has been ill for some time, will be pleased to learn that he has recovered, and is at his desk again.

MR. JEAN ISIDORE CHARLOUIS, business manager for E. L. Kellogg & Co., has gone to the White

Mountains with his wife to take a fortnight's rest from his arduous duties.

MR. E. L. KELLOGG has just returned from a three weeks vacation spent at Lake Piseco, in the Adirondacks. The time was most enjoyably spent in boating, trout fishing and "camping out."

THE artistic painting and decoration lately done by J. & L. Lamb on their establishment will attract attention; they make good the reputation they have won of being at the head of the business of school and church decoration.

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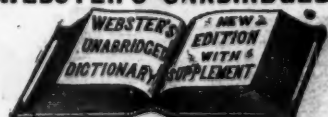
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The prime object of this Association is to afford aid, upon safe business principles, to all Teachers, school officials, and members of the education profession generally. Founded by the efforts of laboring men have their association of this character throughout the country; why should Teachers neglect this co-operative duty to themselves and their families any longer?
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"By a thorough knowledge of the natural laws which govern the operation of digestion and nutrition, and by a careful application of the fine properties of well-selected Cocoa, Mr. Epps has provided our breakfast tables with a delicately flavored beverage which may save us many heavy doctors' bills. It is by the judicious use of such articles of diet that a constitution may be gradually built up until strong enough to resist every tendency to disease. Hundreds of subtle maladies are floating around us ready to attack wherever there is a weak point. We may escape many a fatal shaft by keeping ourselves well fortified with pure blood and a properly nourished frame."—Civil Service Gazette.
Made simply with boiling water or milk. Sold in tins only (½ lb. and 1 lb.) labeled,
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For early Spring and Summer engagements. No charge to schools.
Agents wanted throughout the United States. Teachers will find the central location and make it the best avenue to West and South.
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- 6 When, Emma, Emma, Emma
- 7 When you and I were young
- 8 When I saw Sweet Nellie Home
- 9 Takes this Letter to My Mother
- 10 A Model Love Letter—come!
- 11 Wife's Commandments
- 12 Husband's Commandments
- 13 Little old Log Cabin in the Lane
- 14 Marching Through Georgia
- 15 Widow in the Cottage by the Sea
- 16 The Grateful Boy
- 17 The Faded Coat of Blue
- 18 My Old Kentucky Home, Good!
- 19 I'll be all smiles to-night, Love
- 20 Echoes to the Mocking Bird
- 21 My Little Faded Shoe
- 22 The Girl I Left Behind Me
- 23 Sunday Night When the Fair
- 24 Little Buttercup
- 25 Carey me back by Old Virginia
- 26 The Old Man's Drunk Again
- 27 I am Waiting, Beanie Dear
- 28 Take me Back to Home and
- 29 The Gracie's Warbler (Song)
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PRIMARY PHONOGRAPHY.

(Just Published)
By I. C. CRADDOCK, Teacher of Phonography at Girard College. This new book (Isaac Pitman's system), which we so favorably criticised in this paper a few weeks ago, is now for sale by the author, 1022 Race St., Philadelphia, and by J. B. Lippincott & Co., \$1.50, in cloth. This book is of great value to the beginner in shorthand, as it does not treat of contractions or confusing signs, which usually appeal the pupil at the outset, but makes him thorough in "sound writing." The characters are large, showing plainly the curves and shading. Reading matter is no rehash from other books, but fresh and original, written in the simple letters of the Phonographic Alphabet.
The American Short-Hand Writer, Boston, says: "This new book is certainly a sign of the times, and would have supplied a crying want a dozen years ago." We need hardly add that the cry grows stronger every year for rapid penmanship. This book is a royal road to the short hand student, and brings him in a beguiling manner to the end without a thought of study.

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Our Illustrated Lives of the Famous Outlaws are enlarged to 800 Pages with 70 Illustrations, and is complete including the Death and Burial of Jesse. We also illustrate the killing of the posse, Jesse James after death, his wife, his two children born in outlawry, the Ford who made the capture, etc., also a full-page engraving of Gov. Critchfield. A \$1.50. This is the only true history. Beware of cheap imitations. The Illustrated Lives of Jesse and Frank James. 800 Pages. Secure only the Best, Largest and Cheapest. Volumes of 100 Pages. Cincinnati, O., No. 173 West 4th St., Cincinnati, O.

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AGENTS! AGENTS! AGENTS! GEN. DODGE'S new book, just published, entitled THIRTY-THREE YEARS AMONG OUR WILD INDIANS

is the greatest story ever offered to you. Introduction by GEN. SHERMAN. This superbly illustrated, first-class and thrilling work outlasts all others 10 to 1, and is the fastest selling book ever published. Agents receive 10 to 20 cents a day. \$2.50 bound in cloth. Send for circulars to A. D. WORTHINGTON & CO., Hartford, Conn.

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Write a week in your own town. Terms and 50 cents. Address H. HALLITT & CO., Portland, Me.

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This elegant dressing is preferred by those who have used it, to any similar article, on account of its superior cleanliness and purity. It contains materials only that are beneficial to the scalp and hair and always
Restores the Youthful Color to Gray or Faded Hair
Parker's Hair Balm is finely perfumed and is warranted to prevent falling of the hair and to remove dandruff and itching. Hargreaves & Co., N.Y.
Bottle, and 25 cents, at dealers in drugs and medicine.

PARKER'S GINGER TONIC

A Superlative Health and Strength Restorer.
If you are a mechanic or farmer, worn out with overwork, or a mother run down by family or household duties try PARKER'S GINGER TONIC.
If you are a lawyer, minister or business man embarrassed by mental strain or anxious cares, do not take intoxicating stimulants, but use PARKER'S GINGER TONIC. If you have Consumption, Dyspepsia, Rheumatism, Kidney Complaints, or any disorder of the lungs, stomach, bowels, blood or nerves, PARKER'S GINGER TONIC will cure you. It is the Greatest Blood Purifier And the Best and Speediest Cough Cure Ever Used.
If you are wasting away from age, dissipation or any disease or weakness and require a stimulant take GINGER TONIC at once; it will invigorate and build you up from the first dose but will never intoxicate. It has saved hundreds of lives; it may save yours. CAUTION—Before all medicines, Parker's Ginger Tonic is superior to all remedies in this world, and is entirely different from preparations of ginger alone. Send for circular to Hargreaves & Co., N.Y. 25c. and 50c. at dealers in drugs.
GREAT SAVING BUYING DOLLAR SIZE.

FLORESCION

Its rich and lasting fragrance has made this delightful perfume exceedingly popular. There is nothing like it. Insist upon having FLORESCION COLOGNE and look for signature of
Hiscox & Co.
on every bottle. Any drug or dealer in perfumery can supply you. 25c. and 50c. at dealers in drugs.
LARGE SAVING BUYING THE SIZE.

COLOGNE

SAVE YOUR PLATED WARE WITH

LUSTRO

Does Not Abrade or Scratch the Surface, but is the Quickest, Most Effective Polisher in use for Nickel, Silver and Plated Ware, Plate Glass and Show Cases.
Beware of imitations and articles represented as identical with it or as good!

Publisher's Department.

DIXON'S AMERICAN GRAPHITE PENCILS.

For more than nine years these superb pencils have been manufactured by the Joseph Dixon Crucible Co., at Jersey City, N. J., and have proved to be so eminently superior that they have come to be regarded the best in the market for school and business purposes. They are indorsed by teachers of drawing, by artists, by accountants and by all experts in the use of pencils throughout the United States. The Dixon Co. furnish elegant sets of assorted grades of pencils throughout the United States. The Dixon Company furnish elegant sets of assorted grades of pencils, put up in neat cases, exactly adapted for holiday presents. Nothing could be more acceptable as a Christmas or New Year's gift than one of these cases of pencils. All teachers and scholars who have used the Dixon pencils want no others. They are almost universally used in the New England schools, and are being adopted in all parts of the country by school officers. Dealers already keep them, or will, if you call for them.

From a celebrated engraver in Philadelphia, Pa.: "Gentlemen—I received the samples of Dixon lead pencils of various grades, and after a fair trial of them I can say that they are the best I ever used. I shall recommend to my professional brethren. Yours truly,
JOHN SARTAIN."

CORSETS.

A corset has at last gone on this nineteenth century, combining many virtues. It is ordained to bequeath to distorted, weak, unhappy women the peaceful balm of health and comfort, while at the same time it flings down the gauntlet before captious reformers, who are trying to believe in flannel bags as graceful articles of dress, and warns them that hygiene is not and never has been abused by a properly constructed corset. Science as well as art has taught a lesson in this matter of corsets that every sensible and thoughtful woman is bound to heed. Dyspepsia and consumption can be aggravated by the compression of steel and whalebone, and either complaint also can be mitigated by such an article as is now manufactured by Thompson, Langdon & Co., 301 Broadway, New York. Aside from these important considerations of health, it is "a thing of beauty," giving ease and grace of movement, and showing the especial facilities of the dressmaker, to the very best advantage.

"For drawing paper, drawing boards, paints, pencils, etc., go to Keuffel &

Continued on page 78.

AN IMPORTANT FOOD PRODUCT.

(From the New York Scientific Times, March 11, 1902)

Murdoch's Liquid Food.—For Infants, Invalids, Convalescents, etc.

The great length to which the adulteration of our food products have been carried of late, and the want of any adequate laws to remain offenders and to punish unscrupulous dealers, have led humanitarian and scientific to discuss the possibility of reducing food to its original elements, and eliminating therefrom all harmful ingredients. The experience of physicians and of persons in charge of the sick in hospitals and elsewhere demonstrated that recovery is often delayed and sometimes entirely prevented by the want of nourishing substances with which the valuing patient could be fed. Nature is often too weak to manage and assimilate even the most wholesome articles, which, with the body in vigorous condition, would be adequate for its support. Especially is this the case with infants, who are thus made to suffer for the want of knowledge of those in whose charge they may chance to be. Among the most successful attempts to invent artificial food is the article known as "Murdoch's Liquid Food," prepared by the company of that name in Boston. It is renowned as a maker of pure blood, which it supplies in such controlling quantities as to expel the weak and impure blood engendered by disease from the system and to fill its place with a life-giving, health-restoring fluid. It is beyond our limits to recite the cases treated with aid and cured by this wonderful agent. Those curious or interested in the matter should lose no time in applying to any druggist or the company for an essay read before the American Medical Association, at Richmond, Va., representing the medical societies of the United States. The enclosure contains other testimonials from physicians, and both annunciate cases in which the following diseases have been not only prevented, but cured: Consumption, scrofula, nervous and general debility, dyspepsia, acute and constipation, diphtheria, intemperance, infantile cholera, and diarrhoea, malarial and other fevers, eczema, scurvy, gangrene, etc. The weakest stomach will retain it, and it is said to be the only thing known in the shape of food that will relieve the hunger of the consumptive patient. Very young babies live on half the usual quantity of milk, and no case of cholera infantum has been known where it was used. Physicians who have seen its workings are emphatic in its favor. It seems to fill a long felt in medical circles for some pure blood-making article which can be used with absolute safety and in all cases.

We will send by mail, post paid, any ten of these songs for 10 cents; any twenty-five songs for 15 cents; any fifty for 25 cents; one hundred for 40 cents. Or we will send the entire set of songs, post-paid for One Dollar. Remember we will not send less than ten songs. Order songs by numbers only. Send one or three cent postage stamps. Valuable Catalogue Free. If you will mention this paper and send your order within sixty days, we will send you all of the songs, mentioned above for 75 cents.

World Man'g Co., 122 Nassau Street, New York.

A SOLDIER, wishing to get his discharge, shammed deafness so successfully that all the medical men who examined his case were deceived by him. No noise, however sudden or unexpected, had any power to disturb his equanimity, and he had acquired such perfect control over his nerves that a pistol fired over his head when he was asleep did not apparently awake him. Grave suspicions as to the genuineness of his malady were entertained, notwithstanding. Like most malingerers, he was a little too clever and complete. Still, it seemed impossible to catch him tripping. A final examination was made; the doctors expressed themselves satisfied; and the soldier was presented with his certificate of discharge. Outside the door he met a comrade, who whispered, "Have you got it?" with an appearance of eager interest. "Yes; here it is!" was the unguarded reply. But the certificate, though filled in was not signed, and the malingerer was a sold man.

GOOD ADVICE.—If thou to health and vigor wouldst attain,
Shun weighty cares, all anger deem profane,
From heavy suppers and much wine abstain.
Nor trivial count it after pompous fare
To rise from table and to take the air.
Shun idle noonday slumbers, nor delay
The urgent calls of nature to obey.
These rules if thou wilt follow to the end,
Thy life to greater length thou mayst extend.
Shouldst doctors need? Be this in doctors' stead,
Rest, cheerfulness and table thinly spread.

A DUBLIN newspaper contained the following notice: I forbid all persons from trusting my wife, Eliza Flanagan, on my account, as I am not married to her.

ENVY shooteth at others and woundeth herself.

NEVER exhibit anger, impatience or excitement when an accident happens.

THE boy who was kept after school for bad orthography said he was spell-bound.

BRASS is not near so valuable as gold, but some people contrive to get along well with it.

THE preacher and the teacher must possess the accent of conviction.—FRED. H. ALLEN.

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FOR

Providence Direct.

Connecting with Providence and Worcester Railroad.

For ALL POINTS NORTH and EAST via WORCESTER.

The magnificent steamer MASSACHUSETTS on Tuesdays, Thursdays, and Saturdays will leave at 5 P. M. from Pier 29 N. R., foot of Warren St.

Connections made at Providence, via P. & W. Railroad, for Worcester and all Northern, Eastern and White Mountain points. Tickets for sale at all principal offices. State rooms secured at offices of Westcott Express Co., at 3 Astor House, 207, 381, 397, and 421 Broadway, and at Fifth Ave., and Windsor Hotel ticket offices. L. W. FILKINS, G. P. Agent.

ALBANY BOATS,

PEOPLE'S LINE,

DREW and ST JOHN,

Leave Pier No. 41 North River, foot of Canal Street, every WEEK-DAY at 6 P. M., connecting at ALBANY. (Sunday morning excepted) with trains North, West and East.

Excursion tickets to Albany and return, good 30 days \$3.50.

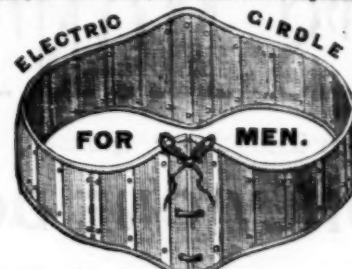
W. W. EVERETT, President.

DR. SCOTT'S ELECTRIC CORSET FOR WOMEN. DR. SCOTT'S ELECTRIC GIRDLE FOR MEN.

By a happy thought Dr. SCOTT, of London, inventor of the celebrated Electric Brushes, has adapted Electro-Magnetism to Ladies' Corsets and Gentlemen's Girdles, thus bringing this wonderful curative agency within the reach of every person. They should be tried at once by those suffering from any bodily ailment, and all who wish to

WARD OFF AND CURE DISEASE.

Preserve good health, retain and improve the elegance of the figure, should give them an immediate trial. It has been found that electric treatment makes the muscles and tissues more plastic and yielding, and it is argued from this that Ladies who wear these corsets will have no difficulty in moulding the figure to any desired form, without tight lacing. A tendency to extreme fatness or leanness is a disease which, in most cases, these articles will be found to cure. The Corsets do not differ in appearance from those usually worn, but are made of superior materials and are elegant in shape (see cut). They are worn the same, and at the same time, but give a more graceful figure. In place of the ordinary steel busks in front, and a rib or two at the back, Dr. Scott inserts steel magnets which closely resemble the usual steel busks and ribs. By this means he is able to bring the magnetic power into constant contact with all the vital organs, and yet preserve that symmetry and lightness so desirable in a good corset or girdle. Being made with better material and workmanship than any corset sold, they will outwear three of those commonly used. Always doing good, never harm; there is no shock or sensation whatever felt in wearing them. They are all of the same quality, differing only in size. The material is white, fine in texture, beautifully embroidered and trimmed. Their power can always be tested by a silver compass which accompanies each corset and girdle.



SENT POST PAID
ON TRIAL

These articles are specially recommended in all cases of Debility, Nervous Complaints, Rheumatism, Dyspepsia, Constipation, Liver and Kidney troubles, Malaria, Impaired Circulation, and where there is a lack of vigor and falling health.

Professional men affirm that there is hardly a disease which Electricity and Magnetism will not benefit or cure.

Dr. W. A. HAMMOND, of N. Y., late Surgeon-Gen. of the U. S., an eminent authority, publishes almost miraculous cures made by him with these agencies.

The Secretary of the Pall Mall Electric Association of London "earnestly recommends all persons," "sick or well, to wear" "these corsets and girdles." "They perform as" "tonic and invigorant," "rate the whole system" "and prevent disease."

We will send either the Corset or Girdle, on trial, postpaid, on receipt of \$3.00, which will be returned if not as represented. Be careful to send exact size of waist, measured outside the linen.

Inclose 10 cents extra and we guarantee safe delivery. We will send it by express, C. O. D., at your expense, with privilege of examination—but expressage adds considerably to your cost. Or request your nearest Drug, Dry Goods or Fancy Store to obtain one for you. Be careful to have the name of Dr. Scott's Electric Corset or Girdle, and box; take no other.

Remittances should be made payable to
GEO. A. SCOTT, 842 Broadway, New York. MENTION THIS PAPER.
They can be made in Checks, Drafts, Post Office Orders, Currency, or Stamps. LIBERAL DISCOUNT TO THE TRADE. Agents Wanted in every town. Send for circular of Dr. Scott's Electric Brushes.



OUR NEW AMERICAN LEVER WATCH!

After months of labor and experiment, we have at last brought to perfection

A NEW WATCH.

It is a Key Winding Watch, with the celebrated Anchor Lever

Movement, Expansion Balance, Fully Jeweled.

They are made of the best material, and in the very best

manipulation, so as to insure good time keeping qualities.

The Cases are made of our Celebrated Composition metal

known as Aluminum Gold. This metal has a brilliant

appearance, and is as strong as steel. It cannot be

ruined by acid, and is as durable as gold. The cases are

finely engraved or engine turned and are massive and strong

and very handsome making it just the watch for Railroad

Men, Mechanics, and all laboring men who require a good

strong watch and an accurate time-keeper.

For trading and speculative purposes, it is superior to any

watch ever before offered. They can be sold readily for its

face value, and traded as well as pure gold. The cases are

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DRESS REFORM.



Union Undergarments,
Vest and drawers in one.
Made in all weights of
Merino and Cashmere.
Chemise, Princess
Skirts, Emancipation,
Dress Reform and Com-
fort Waists, Corset
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Catalogue of works, with Phonographic alphabet
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To any suffering with Catarrh
or Brachitis, I can furnish a
means of Permanent and Posi-
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No charge for consultation by
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"His remedies are the outgrowth
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The Queen City Suspender Company
of Cincinnati, are now manufacturing
and introducing the following
Supporters for Ladies and Chil-
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Suspenders for Ladies, and want reli-
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GANNETT INSTITUTE for young ladies,
Boston, Mass. The 29th year will begin
Wednesday, Sept. 27, 1882. For catalogues and
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Year opens Sept. 4, 1882.

Usual literary courses, with Musical Institute
and Commercial College. Founded 1802. Both
sexes. Influences decidedly religious, home care
and comfort. Charming location on Narra-
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for the special preparation of teachers. The
full course of study requires three years. Tui-
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School Department offers the best advantages for
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good practical education. Tuition, \$25 per year.
Terms begin Sept. 4, 1882, and Nov. 31, 1882.
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LAKE ERIE SEMINARY, on the Mt. Hol-
yoke Plan. Painesville, O. Twenty-fourth
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superior facilities. Best references. Send for
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Prepares pupils of both sexes for the best Col-
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have a well established reputation for high scholar-
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unparalleled for health. Special care out of school
in good homes and boarding-houses.
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WILSON FEMALE COLLEGE, Chamber-
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Collegiate, a Seminary, and a Special Course.
Graduates young women in Music. Fine Art a
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Write to
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WESTERN FEMALE SEMINARY, Ox-
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ONE HUNDREDTH YEAR BEGINS SEPT. 14.

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Leads the World for Size, Beauty, and Literary Merit.

ONLY ONE DOLLAR A YEAR,

AND TWO OLEOGRAPHS OF MAMMOTH SIZE AND FOUR STEEL ENGRAVINGS.

Nothing like these pictures have ever been given as premiums to any publication in the World. **OVER \$100 WORTH OF PREMIUMS FOR ONLY \$1.** A Fifteen Dollar Oleograph of GEN. JAMES A. GARFIELD. This picture is not a cheap Chromo, but has sold for fifteen dollars a copy in New York City. A Ten Dollar Oleograph, entitled "PUSS IN BOOTS." This is the picture that has created such a furor in the city during the past three months, and that has met with such an immense sale at ten dollars per copy. **FOUR STEEL ENGRAVINGS**, a description of which will be found further on, and which have sold at twenty dollars per copy.

AGENTS ARE HAVING THE MOST REMARKABLE SUCCESS EVER KNOWN

Read all of this circular, then if you decide you cannot engage in the business, please hand it to some friend who would like to make money fast and easily.

TO THE PERSON ADDRESSED.

We are going to make you the greatest offer in this circular that we have ever made, and we would kindly ask you to read these pages entirely through, then if you decide that you cannot engage with us, we would be very glad if you would kindly hand this to some friend or neighbor who would like to make money.

We are now offering to the public something never before offered in this country; and we know that agents are destined to make more money than they ever thought it possible to make.

OUR MAMMOTH PUBLICATION

with the premiums we give this year surpasses anything ever before offered. We have spent thousands of dollars in getting out these premiums, and do not hesitate to say that they are the finest ever produced.

We know very well that several cheap dubs of chromos have been sold and given away throughout the country as a likeness of our late President,

JAMES A. GARFIELD.

The picture we now offer is just out. It is made by an entirely new process, and it has never been sold for less than fifteen dollars. We will give a description further on.

RIDEOUT'S MONTHLY MAGAZINE

is one of the most artistic and attractive now published. It is replete with beautiful illustrations and choice literature. No expense is spared to make this publication one of the finest in the world. It is ably edited, and contains an *Illustrated Fashion Department*, *fashion letters and notes*. It contains *stories, poems, sketches, statistics, useful information, household notes, the kitchen, garden, toilet, children's department, Sabbath reading, etc., etc.*, in fact everything that can be done to make the magazine worth more than the subscription price without regard to the premium.

OUR BEAUTIFUL PREMIUMS

are the finest ever given out, and are sure to take at every house you visit. Not one person in a thousand will allow you to go out without subscribing.

NO CHROMOS GIVEN.

OUR PREMIUMS ARE ENTIRELY NEW. NOTHING LIKE THEM EVER SEEN.

We have taken an entirely new departure, and now offer premiums never before offered by any publisher. You will find that

RIDEOUT'S MONTHLY MAGAZINE and the new premiums take better than anything

you ever canvassed for, and we will guarantee you can make more money than at anything else.

EXTRAORDINARY SUCCESS.

Our agents are having the most remarkable success ever known. One agent who sent for our outfit took ninety-one subscribers out of one hundred houses which he called at. Another agent took

ONE HUNDRED AND FORTY-THREE SUBSCRIBERS IN A SINGLE DAY.

We do not say that all can do as well as this, but any one can make first-class pay, and the work is easy and honorable.

OUR OLD AGENTS WANTED.

We want all of our old agents to send and get an outfit at once and commence work, and we know you can do an immense business.

We also want every one who receives this circular to read it carefully, and then send for an outfit and try the business, you can then see how easy it is to make money; but before proceeding further we will give you a slight description of what we give the people for one dollar.

Premium No. 1 is a beautiful oleograph, size 20x28, of our late President,

JAMES A. GARFIELD.

This artistic picture is 20x28 inches in size, and is so beautifully executed that it is difficult to tell it from a real oil painting. It is made by a new process of which we are the inventors, and the work is much superior to an oil chromo. This oleograph is made from the photograph which Mrs. Garfield sent to Queen Victoria, and is pronounced by her to be the best likeness ever made of Gen. Garfield.

A good picture of Gen. Garfield is wanted, and when people can get a fifteen dollar picture for one they will be sure to grasp the opportunity. All sections of the country, north, south, east, and west, of every race and politics, will want this picture, be they Republican or Democrat, white or black. Genius, honesty, patriotism, and ability are recognized throughout this entire land, and Gen. Garfield's name will go down to future generations with that of Washington and Lincoln.

For more than six months we have been at work upon this picture, and it gives us pleasure to be able to place in the hands of a generous American people a picture so excellent, so lifelike, and so valuable as to be worthy of a beautiful frame, and which will be handed down to future generations as a memento of the year 1881.

Premium No. 2 is a beautiful oleograph, size 14x18, entitled

PUSS IN BOOTS.

This is one of the most popular pictures ever introduced into the United States. It was first imported from Paris, and there has never been sold to our knowledge a single copy for less than ten dollars.

By our oleograph process we have been able to produce the exact picture in the exact colors, and we defy the best art critics in the world to tell one from

the other. We have spent a great deal of time and money in getting out this subject, but we feel well repaid for our trouble.

"Puss in Boots" is represented by a beautiful kitten which has crawled into one of a pair of old brogan boots, and as she sits there with head and forepaws just emerging from the top, you would almost think it a live pussy.

The expression, color, position, and everything connected with the picture have been brought out in the most perfect style.

No description can do this picture justice, but if you do not say that it is one of the most beautiful subjects you ever saw we will make you a present of ten dollars. We are sure it will more than please every subscriber, and every one that subscribes can feel assured that the picture has a market value of ten dollars.

Premium No. 3 is a beautiful steel engraving, size 17x24, entitled

SEE-SAW.

This engraving is one of the most pleasing we ever saw. It is a real country scene laid in Germany, and one that we have all seen in our younger days.

We will give a short description.

A party of young people have gathered beneath the branches of some huge trees, and have placed a plank across a fallen log, and are having a game of "See-Saw." Do you know what that is? Probably all of you have played it, but perhaps under another name. Two of the boys have got on the plank, one on each end, and the older or heavier boy, whose end is down, is holding the smaller high in the air on the other end of the plank. The little fellow seems to be in great fear, much to the amusement of the other children. In the distance is shown the old farmhouse, surrounded by trees and shrubbery. This picture will at once interest and amuse people, and when framed it is worth \$35.00 in any house.

Premium No. 4 is a beautiful engraving, size 17x24, entitled

RESIGNATION.

This picture is by one of our most celebrated artists, and the original oil painting sold for a large sum.

The engraving has been very much admired by all who have seen it, and we certainly think it one of the most beautiful we have ever seen.

In the foreground stands a female figure nearly the full size of the engraving.

In the distance is seen the mountains, at the foot of which rests a beautiful lake, while still nearer the foreground among the trees and shrubbery a wreath-covered cross stands at the head of a grave. The woman has been to place a wreath upon the grave of her departed, and as she now stands facing us with uplifted face her beautiful eyes seem to say "Thy will be done." It is certainly one of the finest figures and most beautiful faces we ever saw. The artist has done his work well, and the picture tells its own story. It has been much admired by all who have seen it—and we are sure it will please all.

Premium No. 5 is a charming engraving, size 17x24, entitled

CAN'T YOU WALK?

This engraving was produced from the English, and has been a popular subject since its first introduction into this city. Only a few have been sold and those brought \$30 per copy.

This engraving represents a beautiful young about eight years, trying to learn her young legs. She has stooped down and taken the fore paws and is making him walk upon legs. The mother lies in the doorway watching the pair, while the little puppy seen in great fear.

The grouping of this picture and the fine work make it very interesting and attractive. It certainly is worth the price of a subscription to the Magazine.

Premium No. 6 is a fine engraving, size 17x24, entitled

BABY'S BETTER.

Evidently Baby has been sick and is now feeling better. The scene is laid in a beautiful among the flowers. Baby is sitting on a "tete-a-tete," and her mother is kneeling beside her and clasping her in a loving embrace. A expression on her face is one of great joy to her darling baby is better.

Beautiful flowers hang from branches of and the ground beneath is strewn with them. The cannot attempt to do this picture justice by saying it. It must be seen to be appreciated. Our other five pictures make a set of the most beautiful pictures ever given with any publication. We have the set of six pictures and our magazine a year for only one dollar.

Please notice that the above premiums are large size; although we do not give as great a quantity as some, the quality is far superior.

We have now in a brief manner given you an idea of what we are giving as premiums.

The Oleographs and Engravings are the most valuable and valuable premiums we ever gave, and they are something that cannot be offered by any other publisher in the world.

Over \$5000 Expended.

We paid out for artists' work, experiments over \$5000, before we could produce a single set of the above pictures, but we now have one hundred thousand copies of each, and we are positive they will have the greatest run ever known.

Reduced from \$1.25 to \$1.00 per year.

We have always charged \$1.25 for this Magazine and heretofore have only given two chromosmiums, but we have now decided to reduce the subscription price to the small sum of one dollar and give two extra large OLEOGRAPHS and two ENGRAVINGS, and at the same time we give a larger commission than ever before.

MAMMOTH OUTFIT FREE

We mail our mammoth outfit, worth at least \$5.00, free to all who desire to work for us; all we ask of you is that you send us thirty cents to cover postage, packing expenses, and agree to use the outfit

Read the next page.

COLDEN'S Liquid Beef Tonic.

This preparation, consisting of the Extract of Beef [prepared by Baron Liebig's process], the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit. We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—as it has already convinced many—that it is an invaluable aid to the physician.

Its benefit is particularly marked in lowered states of the system, such as simple Anæmia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted diseases. Its simple bitter principles act directly on the gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first requisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membrane, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hematogenic, and is so palatable and digestible that the most sensitive palate and stomach will not reject it.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention: "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN on bottle-label.

C. N. CRITTENTON, General Agent.
115 Fulton Street, New York.

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WRITING INKS,
WRITING FLUIDS, and
MUCILAGE.

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Eye Glass Holder**

Winds up cord itself. "A" shows position of glasses reeled up. No breaking of glasses; very handy. Sold by Opticians. By mail 50 cents.

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Manufacturers,
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Pleasant, Profitable Employment,
DURING SUMMER VACATION?

Send for terms for selling our choice specialties of Fruit and Ornamental Trees and Shrubs, Grape Vines, Roses, etc. Monthly Salaries and Expenses paid. Previous experience not essential. The best references given and required. Permanent employment if desired. Address JAMES F. LeCLARKE Nurseyman, Rochester, New York.



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Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free. VANDUZEN & TIFT, Cincinnati, O.

AGENTS Wanted for handsome illustrated standard works of character; great variety; low in price; selling fast; needed everywhere; Liberal terms. Bradley, Barrows & Co., 25 N. Fourth St., Philadelphia, Pa.

NAMES OF THE STATES.—Pennsylvania owes its name to its founder, Wm. Penn. The name given by Penn himself was Sylva, but King Charles II. insisted that the name of Penn should be prefixed. It is the only State in the Union named after its founder.

The counties of New Castle, Kent and Sussex "upon Delaware," granted by the Duke of York to Penn in 1682, were known as the territories of Pennsylvania. In 1701 Penn granted them a certain autonomy. The State was named after the bay of that name, and the bay after Lord De la War, who explored it. It has been claimed that the bay and the river were named after the Delaware Indians, who in 1600 dwelt upon their shores. This claim is unfounded. The Delaware name of the river was Lenapehittuk, meaning the Lenape river. Ohio is named after the beautiful river, its southern boundary. From Johnston's "Account of the Indian Tribes" the word Ohio, as applied to the river, in the Wyandot language is O-he-zuh, signifying "something great." Mr. Schoolcraft observes that the termination "io" in Ohio implies admiration. On the old French map the name is sometimes the "Ochio," and sometimes the "Oyo."

Mr. Gail B. Johnson, business manager of the Houston, Texas, Post, has used St. Jacobs Oil with the greatest benefit for rheumatism, says the Galveston, Texas, News.

BRIDGET (looking at the picture over the mantelpiece, "What's thim, marm?" Mrs. Dotonart: "Those are cherubs, Bridget." Bridget: "Cheerups, is it? Mary Ann says as how they was bats, and I says twins, barrin' the wings."

The purity and elegant perfume of Parker's Hair Balsam explain the popularity of this reliable restorative.

YOUNG Pat, in answer to inquiry by tourist: There's five of us, yer honor, an' the baby. Tourist: And are you the eldest? Pat: I am, yer honor—at present!

JOSH BILLINGS HEARD FROM.

Newport, R. I., Aug. 11, 1890. Dear Bitters—I am here trying to breathe all the salt air of the ocean, and have been a sufferer for more than a year with a refractory liver I was induced to mix Hop Bitters with the sea gale, and have found the tincture a glorious result. I have been greatly helped by the Bitters, and am not afraid to say so. Yours without a struggle, JOSH BILLINGS.

A BOY says in his composition, that "Onions are the vegetable that makes you sick if you don't eat them yourself."

The Short-Hand Writer, published by the author of Takigraft, Mr. P. Linsley, at 253 Broadway, is now issued weekly. This is the first weekly paper devoted to shorthand writing ever started in the United States. It deserves success, as does the system it advocates.

This is a picture of Freddy's rabbits. But it is the picture of a fox. The fox is very fat. Where are Freddy's rabbits? Freddy's rabbits are in the fox.

It was a happy day for humanity when Dr. Holman discovered the Pad cure by absorption—if for no other reason except that it supplies a perfect antidote and remedy for medicinal poisoning. Those who feel the need of such a remedy will find this to be strictly and demonstrably true.

The wonders of modern chemistry are apparent in the beautiful Diamond Dyes. All kinds and colors of ink can be made from them.

"My wife and I am one," explained the colored gentleman; adding, with a smile that was childlike and bland, "and I am de one."

"Rough on Rats." Clears out rats, mice, flies, roaches, bedbugs, ants, vermin, chipmunks, 75c.



THE WONDER OF HEALING!

Catarrh. The Extract is the only specific for this disease. Gold in Head, etc. Our "Catarrh Cure," specially prepared to meet serious cases, contains all the curative properties of the Extract; our Nasal Syringe invaluable for use in catarrhal affections, is simple and inexpensive.

Rheumatism, Neuralgia. No other preparation has cured so many cases of these distressing complaints as the Extract.

Hemorrhages. Bleeding from the Nose, or from any cause, is speedily controlled and stopped.

Diphtheria & Sore Throat. Use the Extract promptly. It is a sure cure. Delay is dangerous. For Piles, Blind, Bleeding or Itching, it is the greatest known remedy.

For Ulcers, Old Sores or Open Wounds. Its action upon these is most remarkable. **Caution.**—POND'S EXTRACT has been imitated. The genuine has the words "POND'S EXTRACT" blown in the glass, and our picture trade-mark on surrounding buff wrapper. None other is genuine. Always insist on having POND'S EXTRACT. Take no other preparation. It is never sold in bulk or by measure.

SPECIALTIES AND TOILET ARTICLES.

POND'S EXTRACT.....50c., \$1.00, \$1.75.
Toilet Cream.....1.00 Catarrh Cure..... 75
Dentifrice..... 50 Plaster..... 25
Lip Salve..... 25 Inhaler (Glass 50c.).....1.00
Toilet Soap (3 Cakes)..... 50 Nasal Syringe..... 25
Ointment..... 50 Medicated Paper..... 25
Family Syringe, \$1.00.

LADIES, read pages 13, 18, 21 and 26 of our New Pamphlet which accompanies each bottle.

OUR NEW PAMPHLET WITH HISTORY OF OUR PREPARATIONS SENT FREE ON APPLICATION TO
POND'S EXTRACT CO.,
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KIDNEY-WORT
HAS BEEN PROVED
by thousands and tens of thousands all over the country to be the **SUREST CURE** ever discovered for all
KIDNEY DISEASES.
Does a lame back or disordered urine indicate that you are a victim? THEN DO NOT HESITATE; use Kidney-Wort at once, (every Druggist will recommend it) and it will speedily overcome the disease and restore healthy action.
Incontinence or retention of Urine, brick dust or sandy deposits, and dull dragging pains all speedily yield to its curative power.
PRICE \$1. SOLD BY DRUGGISTS.
KIDNEY-WORT

Holman's Pad
ACTS BY
ABSORPTION
THROUGH THE
Nerve Forces
—AND—
THE CIRCULATION.

The only true Malarial Antidote.
It is the only known remedy that positively expels every vestige of Malarial taint from the blood without the use of poisonous drugs. It is a positive Preventive and Cure.
Dr. Holman's Stomach and Liver Pad is a Sovereign Remedy for

CHILLS AND FEVER,
And every other form of Malaria, all Stomach and Liver Troubles, Nervous and Sick Headaches, Chronic Diarrhoea, Children's Diseases, and many of the Complaints Peculiar to Females. Special instructions and advice free of charge by addressing G. W. Holman, M. D. Full treatise sent out on application. For sale by all first-class Druggists, or sent by mail, postpaid, on receipt of price. "Regular" Pad, \$2.00; Kidney Pad, \$2.00; Lung Pad, \$2.00.
Beware of Bogus and Imitation Pads. Ask for Dr. Holman's. Take no other.
HOLMAN PAD CO.,
744 Broadway, New York. Box 9112.

DENTAL ROOMS

—OF—
DR. W. J. STEWART,
23d STREET AND 9th AVE.
RELIABLE WORK.
MODERATE CHARGES

Plastic fillings for broken down and sensitive teeth a specialty.

LEARN IT AT SCHOOL.—Among the humor of school days are the phrases caught by small children from upper class recitations. Ignorant of their meaning, they imitate them in their own words, and the effect is usually comical enough—a sound without knowledge always is. A youth of tender years who has lately begun to attend school in this city was heard by his father to be loudly chanting as he played about the room an extraordinary measure, of which the burden was, "Angle two times, nigger in a pond." Impressed by this remarkable combination of words, the father inquired what he meant by it, when his son and heir replied: "Why, that's what we learn at school." The father thinking this a piece of strange knowledge, called at the school and inquired into the matter. The teacher was quite unable to explain, but finally called up her scholars and caused them to give some of their customary recitations in concert. The mystery was solved when the chorus came to this lesson, "An angle, two lines meeting at a point," the rhythm of which was seen to be similar to the child's description of the unfortunate African.

LANGUAGE CANNOT DESCRIBE IT.

Mr. Robt. Gould, bookkeeper for Walker & Maxey, who are lumber dealers, recently said to our representative: "About one year ago I was taken with the genuine sciatica. I employed the best physicians, but they could only relieve me for the moment. Finally I used St. Jacobs Oil, and it effected a complete cure."—*Kennebec Reporter*, Gardiner, Me.

A WAYWARD youth in an inland college perpetrated a bad grind on his dignified Greek professor the other day. Called upon for a translation from Homer, where he speaks of the Trojan women washing their clothing by the sea, he very demurely asked his teacher "if in his opinion they were the origin of the Troy laundry."

An item in regard to the failure of "Yours for health, Lydia E. Pinkham" of Lynn, Mass., has been floating through the papers. We are glad to learn it is false. The Lydia Pinkham Compound business is not only not financially embarrassed as reported, but is being conducted on a much larger scale than ever, doing a large and growing business and paying one hundred cents on a dollar. Mrs. Pinkham is a live, earnest woman of over sixty, and doing a great deal of good in the world.

The worst misfortunes are those that never befall us," and it is to be hoped that no worse misfortune may happen to a writer than to be without an Esterbrook pen.

MINISTERS should be careful when they request the choir to omit a stanza of a hymn, to see how the detached parts will fit together, as the effect is sometimes singular.

Kahoka, Mo., Feb. 9, 1890.
I purchased five bottles of your Hop Bitters of Bishop & Co. last fall for my daughter, and am well pleased with the results. They did her more good than all the medicine she has taken for six years.

WM. T. MCCLURE.

The above is from a very reliable farmer whose daughter was in poor health for seven or eight years, and could obtain no relief until she used Hop Bitters. She is now in as good health as any person in the country. We have a large sale and they are making remarkable cures.

W. H. BISHOP & CO.

TEACHER to infant class in Sunday school: "What is promised to the righteous?" "Eternal bliss, marm." Teacher: "And to the wicked?" Thin voice from the bottom of the class: "Eternal blister." There was one penny less on the plate that day.

Winter finds out what summer lays. Kidney Wort cures in winter and in summer. There is scarcely a person to be found who will not be greatly benefited by a thorough course of Kidney Wort every spring. If you cannot prepare the liquid, it has the same effect.

(From the Springfield Republican.)

A GENEROUS ACT

That Will be Appreciated by All Who Care for Their Complexion and Skin.

It is not generally known that the nervous system has a wonderful influence over the skin, but this is a fact known to medical men who have given much of their time to the study of diseases of the skin. No one can have a clear and fair complexion unimpaired with blotches or pimples who is very nervous.

Whatever tends to a healthful condition of the nervous system always beautifies the complexion and removes roughness and dryness of the skin. Some skin diseases are not attended by visible signs on the surface, but in an intolerable itching that renders life miserable.

We copy the following deserving and interesting compliment from the *Tribune* which says: "Dr. C. W. Benson's New Remedy, 'SKIN CURE,' is received by the public with great confidence, and it is regarded as a very generous act on the Doctor's part to make known and prepare for general use his valuable and favorite prescription for the treatment of the skin diseases, after having devoted almost his entire life to the study and treatment of nervous and skin diseases, in which he took great delight. He was for a number of years Physician in charge of the Maryland Infirmary on Dermatology and anything from his hands is at once accepted as authority and valuable. The remedy is fully the article to attack the disease, both internally, through the blood, and externally, through the absorbents, and is the only reliable and rational mode of treatment. These preparations are only put up for general use after having been used by the Doctor in his private practice for years, with the greatest success, and they fully merit the confidence of all classes of sufferers from skin diseases." This is for sale by all druggists. Two bottles, internal and external treatment, in one package. Don't be persuaded to take other. It costs one dollar.

ON MY HEAD!

WHY WILL YOU SUFFER?

Sick headache, nervous headache, neuralgia, nervousness, paralysis, dyspepsia, sleeplessness, and brain diseases, positively cured by Dr. Benson's Celery and Chamomile Pills. They contain no opium, quinine, or other harmful drug. Sold by druggists. Price 50 cents per box, two boxes for \$1. six boxes for \$2.50 by mail postage free.—Dr. C. W. Benson, Baltimore, Md. C. N. Crittenton, New York, is wholesale agent for these remedies.

The Bad and Worthless

are never imitated or counterfeited. This is especially true of a family medicine, and it is positive proof that the remedy imitated is of the highest value. As soon as it had been tested and proved by the whole world that Hop Bitters was the purest, best and most valuable family medicine on earth, many imitations sprung up and began to steal the notices in which the press and people of the country had expressed the merits of H. B., and in every way trying to induce suffering invalids to use their stuff instead, expecting to make money on the credit and good name of H. B. Many others started nostrums put up in similar style to H. B., with variously devised names in which the word "Hop" or "Hops" were used in a way to induce people to believe they were the same as Hop Bitters. All such remedies or cures, no matter what their style or name is, and especially those with the word "Hop" or "Hops" in their name or in any way connected with them or their name are imitations or counterfeits. Beware of them. Touch none of them. Use nothing but genuine Hop Bitters, with a bunch or cluster of green hops on the white label. Trust nothing else. Druggists and dealers are warned against dealing in imitations or counterfeits.

KIDNEY-WORT

THE GREAT CURE

FOR RHEUMATISM

As it is for all diseases of the KIDNEYS, LIVER and BOWELS. It cleanses the system of the acid poison that causes the dreadful suffering which only the victims of Rheumatism can realize.

THOUSANDS OF CASES

of the worst forms of this terrible disease have been quickly relieved, in a short time PERFECTLY CURED.

PRICE, \$1. LIQUID OR DRY, SOLD BY DRUGGISTS.

WELLS, RICHARDSON & CO.,

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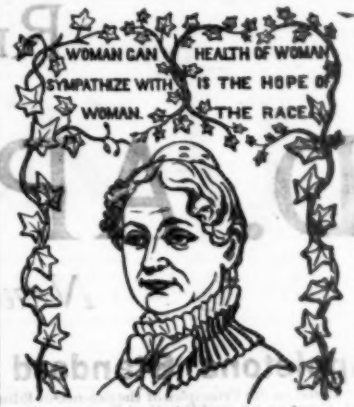
One more case we will mention,—a son of the late Prof. Miller, of Amherst College, was brought to Dr. Rhodes, almost completely paralyzed, so that even his mouth and tongue were involved, his limbs were drawn up, and feet twisted by contraction of the cords; his brain and heart were both affected, the latter to such an extent that you could hear it beat in an adjoining room. In fact the boy was given over to die by the physicians attending him. Finally, as a last resort, his mother brought him to Dr. Rhodes, and in twelve weeks, under his treatment, he was entirely cured, and is now in perfect health. His cure was regarded by his relatives as almost miraculous; but the facts as stated above are too well known to admit of doubt.

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